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ABSTRACT

These proceedings contain presentations and other materials from a conference that focused on the past, present, and future of graduate study in adult education. They begin with the first General Session, a dialogue consisting of reflections on the genesis of graduate study in adult education in North America by Cyril Houle, Malcolm Knowles, and Burton Kreitlow. The second General Session focuses on international adult education, stressing the importance of understanding other cultures, sharing ideas by networking with adult educators across borders, and internationalizing programs in adult education, in the interest of avoiding parochialism. Task force presentations follow. Four presentations of the instructional improvement task force focus on ethical issues in adult education graduate programs: "Ethical Issues Related to Admissions and Advising in Adult Education Graduate Programs" (Sork); "Ethical Issues in Adult Education Focus: Teaching in Graduate Education" (Caffarella); "Creating Awareness of Ethical Issues within Adult Education Graduate Programs" (Brockett); and "The Ethics of Research and Publications with Students" (Merriam). The faculty development task force reports on "Faculty Development for Mid-Career and Senior Faculty--A Summary" (Caffarella et al.). Three papers focus on self-directed learning: "Considerations for a Future Research Agenda in Self-Directed Learning" (Brockett); "Self-Directed Learning Theory: A Summary" (Long); and "Notes on Technology and Distance Education in the Context of Self-Directed Learning" (Moore). The presentations of the research task force consider research in the practice setting--the collaborative role of researchers and practitioners: "The Research/Practice Conversation" (Ingham); "Developing a Systematic Approach to Analysis" (Apps); and "Research/Practice Conversation: Notes for Discussion" (Marsick). Contributions of the human resource development (HRD) task force under the topic "In Search of an Optimal Introductory Course in HRD" (Gilley et al.) include the presentation "The Beginning Course in Human Resource Development at Sixteen U.S. Universities: A Content Analysis" (Collino et al.) and abstracts of three papers. Papers of the theory building task force are as follows: "Learning as Relating" (Ingham); and "Informal Learning from Experience: A Valuable Prototype for Adult Learning Theory" (Rossing). The proceedings conclude with an annual census listing 472 doctorates conferred in adult education during 1983-1987 as well as 39 unreported from 1981-1982. (YLB)

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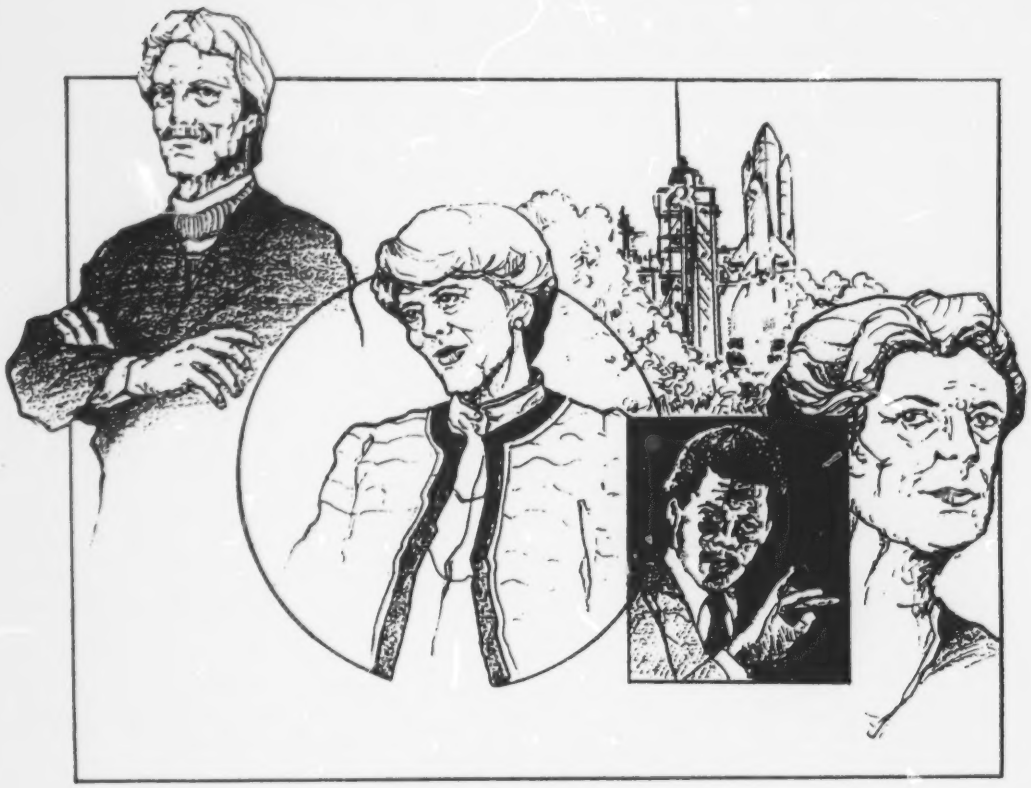

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Commission of Professors

of

Adult Education

Proceedings of the 1987 Annual Conference

October 19-21, 1987

Washington D.C.

The 1987 Annual Conference of the Commission of Professors of Adult Education was held in Washington, D.C., and bore the theme "Graduate Study in Adult Education: Past, Present, and Future." These Proceedings begin with dialogue consisting of reflections on the genesis of graduate study in adult education in North America. This historic interchange among Professors Cyril Houle, Malcolm Knowles, and Burton Kreitlow was ably chaired by Professor Jerold Apps. To young and old professors alike, this dialogue offers fascinating insights into these early developments.

The other General Session focused on international adult education stressing the importance of understanding other cultures, sharing ideas by networking with adult educators across borders, and internationalizing programs in adult education, in the interest of avoiding parochialism.

Unfortunately, the text of the third general session is not available because of the unexpectedly poor quality of the audio recordings. The decision to tape the general sessions was made in response to the informal nature of the panel presentations, whose members, for the most part, used brief notes.

These Proceedings also contain reports submitted by task forces on such topics as ethical issues, faculty development, self-directed learning, research, human resource development, action learning, action science, learning, and adult learning. The Proceedings also contain a list of doctoral dissertations completed during the years 1983 through 1987, along with some 1981 and 1982 dissertations that were not reported previously.

The careful, often tedious task of transcribing, proofreading, and editing the tapes was almost overwhelming, and would not have been accomplished without the capable assistance of Dr. Muriel Niemi. Grateful acknowledgment is also due to Mr. Sabrin Ismail, who designed the cover, Mr. Guangli Zhang, who did the graphics, and Ms. Suzanne Royer, who typed the manuscript.

John A. Niemi
Michael Collins
Editors

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GENERAL SESSION I

Reflections on the Emergence of Graduate Study in Adult Education:
A Dialogue

Brockett: In 1955, the Commission of Professors of Adult Education was formed as a way to deal with issues relevant to graduate study in adult education. It seems appropriate that we come back periodically to look at graduate study in a very broad way, and that was the reason for choosing the theme for this year. In our program this year, we would like to look back at the past, we would also like to look at the present, and we would like to look at the future as well. In our session this evening, which we will begin shortly, we will examine the past. We will have a chance to have a dialogue, a very special dialogue, with three individuals who contributed to the development of graduate study in adult education, and to understand some of the perspectives that they will share. In our general session tomorrow afternoon on international adult education, and also in our task forces, we will have a chance to examine the present and some current issues that face us as professors of adult education, and as individuals interested in adult education as a field of graduate study. Finally, tomorrow evening, we will examine certain issues that are likely to have an impact on us in the future. So, throughout the session, and throughout the conference, our theme will be graduate study in adult education, and I hope that you will find something within this conference to take away with you.

At this point, turning to our session this evening, I had planned to introduce my friend and colleague Roger Hiemstra, who was going to be the moderator this evening; but, unfortunately, Roger has come down with a case of laryngitis. That is the bad news. The good news is that we do have someone very special with us this evening to chair this session and to introduce our panelists, and that is Professor Jerold Apps from the University of Wisconsin. What we will be doing is having dialogue with three individuals this evening. There will be some questions from up here. There will also be a chance for you to speak and to offer your questions later on in the session. So, at this point, I would like to turn the session over to Jerry and to the panel.

Apps: Most of you know that Roger Hiemstra is heavily into technology these days. The day before yesterday, he burned out a computer chip and he lost his volume. That would be the best way to describe his situation. A long time ago, a fellow by the name of

Santayana wrote something that is important for all of us to remember. Let me paraphrase what he said. It goes something like this: Those who forget their history lessons are forced to relive them. So I think it is altogether appropriate that, from time to time, we do look back at where we have been as a Commission of Professors and as a field of professional study. That is what the program is about this evening. The ground rules are essentially these: We are going to work with these three gentlemen. This is going to be very spontaneous all the way. I am going to raise some questions with these three gentlemen for about an hour, and then you will have a chance to raise questions with them about their responses--not with me about the questions, because I did not have anything to do with them. Let us begin.

These are rather interesting questions, as I look through them. They are questions that I think will help us understand where we have been. Malcolm, let me start with you, because you are closest and the youngest--but first I need to say a word about each of them by way of introduction. Cy Houle, whom all of you know, is at the far end. Cy Houle started as a professor in 1939 and spent many years, as many of you know, at the University of Chicago. For the last ten years, Cy has been working as a Special Consultant with the Kellogg Foundation in Battle Creek. Burt Kreitlow, in the center, had a long career at the University of Wisconsin-Madison. Burt has been retired for six years. He is an interesting character, as you all know, who lived in Madison for many years and who, upon retirement, decided that Madison was far too close to the South, and he moved farther north into northern Minnesota, close to the Canadian border, because the temperatures were more to his liking. Then, all of a sudden, I heard that this summer he was moving to Tallahassee, Florida, which seems like a major contraction in Burt and Doris' lifestyle. Burt is working part-time as a consultant to the graduate program at Florida State University. Malcolm Knowles, as most of you know, spent many years at Boston University. From there he went to North Carolina State University in Raleigh, and Malcolm has fallen in love with Raleigh, lives there now, and consults in a variety of ways. Those are our panelists.

First question, Malcolm: How and when did you first become involved in adult education as a field of graduate study, and what influenced you to pursue an academic career?

Knowles: Actually, I prepared in my undergraduate and first graduate program for the diplomatic service. I wanted to be a foreign service

officer, because I wanted to be able to travel. I enjoyed travelling. Actually, I have travelled a lot more as an adult educator than I ever would have as a diplomat. Then, a half-year after I graduated from college, I was notified (I had taken the foreign service examinations) by the State Department that I had passed them. This was 1935, the depths of the Depression. They notified me that they were then filling vacancies, only the most urgent vacancies, and they were filling them with those who had passed the examination in 1932--so it would be at least a three-year wait, and I did not get a job. I had a wife and insurance policies, and we hoped to start a family. Then, within a week or so after I received that notice, there appeared, in the Boston Globe, an announcement that the Federal government was starting a new program called the National Youth Administration for unemployed youth, and that it would be half-time work, half-time study program, and that Eddie Casey was going to be the State Director for Massachusetts. Eddie was the former football coach at Harvard, and I had gotten to know him very well, because I was the water boy for the football team. That was the way to get in to see the game free. So I called Eddie and told him that I was looking for a job, and he said, "We have one position left on the state staff--that is Director of Training. Do you know anything about training?" "Oh yes," I said, and I told him about the volunteer service I had started while I was in college working with youth groups in settlements, doing needs assessments, finding out what kind of skills the people were looking for, organizing courses and classes, hiring instructors, finding meeting rooms for them, getting off brochures--and I was having a ball. I loved it.

In 1937, I was at a meeting where I was introduced to somebody who said, "What do you do now?" I told him, and he said, "Oh, you are an adult educator." I said, "I am?" And he said that the American Association for Adult Education is having a conference in New York in about a month and I ought to go. So I wrote and got the information, and went, and was impressed with the quality of the people there. Mostly, they were refugees from academia. They were people who had decided that the Mickey Mouse rules and regulations of academia were not worth it, and so they had fled. But they had discovered that adult education did not have Mickey Mouse rules and regulations, and so I decided that I wanted to be an adult educator. When the State Department notified me in 1938 that they had openings and asked when I could be ready, I wrote back and said, "I have changed my career. I am now an adult educator." Then I went away to the war in 1943 and, during that time, I decided I needed to learn why I was doing what I was doing as an adult educator; and I

explored the graduate programs then in existence, and there were twelve graduate programs. The one that caught my eye was the University of Chicago. I wrote to get all of the information about it, and found that Cy Houle was head of the graduate program in adult education. So I said, "That is for me." I needed a job in Chicago, and I wrote the Y.M.C.A. and said, "Lucky you, I am available, or I am going to be available in a couple of months." Fortunately, they had a position open as Director of Adult Education for the Central Y.M.C.A. (Professor Houle interjected, "I was Chair of the Selection Committee. That is right, now you know.") I went, and the first thing I did after I checked into the Y.M.C.A. was to enroll in Cy Houle's seminar in adult education at the University of Chicago. That is the story.

Houle: I have nothing colorful to say on this topic. I really came here this evening with a bee in my absent bonnet. I would like somehow, in the course of this evening, if we are going to get to some general things aside from personal--and I think it is tremendously interesting to build the personal into it--I would somehow like to convey the impression that, in the period that I am thinking about (the early days, I guess, from 1923 to 1947), the whole conception and framework of thought about graduate work in adult education was completely different from the way it is now. We cannot now take the problems and issues and present them and expect that we will get answers that are appropriate in 1987, if you do not get some kind of sense of the background.

Apps: Say something about that.

Houle: Rather than talking about myself, I would like to talk either about how the Columbia program or the Chicago program came into existence. Let me talk about the Columbia program, since we mentioned Wilbur Hallenbeck earlier this evening.

Apps: What was the program like that he came into?

Houle: I probably know it better than the people who are currently at Columbia, because, in part, it did not begin at Teachers College. The Dean of Columbia College, Frederick Keppel, was hired by the Carnegie Corporation to be its General Director. He was the father of the Frank Keppel, whom many of you know. And Dr. Keppel, looking around for new things for Carnegie to do, decided that the field of adult education was the important field. It was he who put on the conference to which Malcolm referred. He decided that he would see what he could do and, as is well known, he supported Thorndike's

research. He did a number of other activities, and, at one stage of the game, he reared back and decided that there should be graduate programs in adult education. He called his friend, the then Dean of Teachers College, who, for a consideration, said that Teachers College would be happy to start a program--adequately financed, of course, by Carnegie. What I think is interesting about this is that here you had Teachers College--and that is where graduate education began in the United States--at that stage of the game, having to create a new field. It had some professors who adapted, and particularly the great resources of Columbia University there, with a number of graduate faculty who had done some kind of work in adult education.

What I think is important is to get a sense that this field began at a kind of very central place in American education. Columbia University, the Carnegie Corporation, and Teachers College were then and, some would say, even yet, are the central educational framework in the United States. We began, sort of, at the top, and this was true not only of the resources that Columbia and Teachers College could provide; but, also, they had enough money from Carnegie to reach out and convert some people who were practitioners--outstanding, thoughtful practitioners in the field--and bring them in to begin the work of being trained in the field of adult education, which Keppel knew they had to have in order to make this field substantial. The most eminent of those practitioners was Lyman Bryson, who subsequently went on to become Educational Director of CBS, found Edward R. Murrow, and did all the other kinds of things that put CBS into a central role. But, for a long while--and I think for as long as he continued to be active--he continued to teach at Teachers College in the graduate program.

I want you to get a picture from the very start of a thing that was starting at the center of prestige of American higher education. That is sort of important today, when we sometimes wonder about certain feelings of insecurity. We started out at the very top. The program that Hallenbeck went into, and of which he was the first doctoral graduate, was a program oriented, established, and set up in that fashion.

Apps: Cy, we will come back to the connection to Chicago, because that is an interesting link. Burt, say something about how you remember early graduate work in adult education from your perspective and your time, which are just a little different.

Kreitlow: Jerry, let me take it from either one of two points, and I will let you moderate which point it is. One would be my own perception of what I had to do to be trained as an adult educator outside of a program of adult education and, secondly, the beginning of the program at Wisconsin.

Apps: Let us work on the first one.

Kreitlow: I wanted to be an adult educator from about the age of seventeen or eighteen. It is evidently rather rare. I wanted to be a county agricultural agent. However, I could not afford to go to college. So what I did, when I was seventeen, was go to a county normal to get a one-year teacher training program in Minnesota. I got my teacher training degree, taught two years, saved three hundred dollars, and started at the University of Minnesota in agriculture and sociology. When I finished, I went into extension, stayed in it, went into service, and realized that what was really needed was somebody to help train the extension agent. I had to be trained in an agricultural education--an agricultural teaching--set-up. So I deliberately looked at the programs that existed at that time in adult education, and heard that Cy Houle was in Chicago. So I did not go there. Actually, what happened was that Cornell, Chicago, and Teachers College beckoned--but I was still operating out of small change and decided I had better stay at home and see if I could not fashion a program at the University of Minnesota. I found an adviser who said, "Okay, if we can establish your program, we will do what we can to make you adequate to train extension agents." So it combined rural sociology and, since there was not program development as adult educators see it, curriculum and instruction as I saw it from my agricultural extension background. I would have been a county agent, a 4-H agent, and a district supervisor of club work by that time. So I was in a position, in a sense, to shape my own program.

Things really changed when we started shaping the program at the University of Wisconsin, where I went in 1949. I will hold back on that.

Apps: All right, but say something about that now.

Kreitlow: The Wisconsin program was really shaped by the Commission of Professors of Adult Education. Let us not fool ourselves on that. I came out of agricultural extension. I think I trained myself, with help from the University of Minnesota, to train agricultural extension agents, and found myself at Wisconsin as a

half-time professor of adult education and half-time rural extension, jointly appointed by the College of Agriculture and the School of Education, taking a program that had one class off and on for about ten years for different people. This naive country boy from Minnesota was told, "Get the program in adult education started." It really did not get started until the Commission of Professors of Adult Education gave me the graduate training--really, honestly, in a few short meetings--to tell me that I did not know so much about adult education, and I would listen. There was Cy, there was Wilbur, and there were all kinds of people who knew more than I did. I was puzzled by the fact that they did not agree with each other, and I had to pick and choose. But I was in an environment at Wisconsin where what one picked and chose became moved into a program. I think that, if anything can be said about the Commission--and, Cy, in terms of the role of the Kellogg Foundation in helping the Commission in those early years--the effects of it on one institution, the University of Wisconsin, probably paid for the pittance that they gave the Commission.

Houle: Let me break in to say that this reference implies that I was then with the Kellogg Foundation. That is not true. I was on the other side of the table.

Apps: Let me ask Malcolm: How did you see graduate programs beginning to develop in the country from your perspective?

Knowles: When I came to Boston University, which was my first full-time teaching position, in 1960, I was the thirteenth professor of adult education. No, I was one of fifteen professors of adult education. At that time, there were thirteen graduate programs of adult education and fifteen professors in the country. You see, two universities had two professors. All the others had one. I can clearly remember the first meeting of the Commission that I attended. That was before I went to Boston University.

Apps: Oh yes, you were at the Adult Education Association.

Knowles: Yes, I was the fourteenth person at that first meeting of the Commission that I attended. We spent much of the time trying to agree on what ought to be included in the basic courses, and I think that we pretty well reached agreement on the main theoretical framework of the early courses. When I went to Boston University, I personally experienced then what I had heard the other professors--the senior professors of the Commission--talk about, namely, all the

constraints that they were operating under in the university, all the Mickey Mouse rules and regulations, and irrelevant admissions policies and procedures (irrelevant for mature, experienced adult educators entering the adult education field). I think this was the strongest impression I had at that stage--that universities were really holding us back and were really interfering with our doing what we knew would be a better way of training adult educators.

Apps: I want to go back to Cy now and get the Chicago experience, and then I want to ask all three of you to think about the curricular themes that you saw developing. You have touched on that already, all three of you, but let us get the Chicago experience and then let us pursue this second question.

Houle: There was, perhaps, one dissenting voice among the professors, and that was mine, because I did not credit, and was not terribly restive about the restrictions.

Knowles: No, he violated them, which was great.

Houle: No, and I would like to make another point on that. You will have heard--and it must seem terribly tiny to you, in addition to being sexist--that there were thirteen or fourteen institutions. This is the picture that you are getting. I think it is a little constrained. I think there were actually more, a slightly larger number, but, in essence, the individual institutions were pretty strongly represented. The reason I was not restive about the regulations was that I was so busy tumbling under them and going around them, and helping students to petition to get over them and do all the rest of it, that I never felt it was important to make a frontal attack. More than that, I think that Chicago probably had fewer than other institutions.

How did Chicago get started in this? It started because of a footloose professor named Floyd Reeves. He had been brought to Chicago in the Twenties as a professor of higher education. He did the first major study of a university, a survey of the University of Chicago, while he was there, and got great praise for this. But he was footloose. He did not want to stick around, and, in what must have been a political appointment, he left the Department of Education to become Director of Personnel for the Tennessee Valley Authority--a strange, crablike move. He went off to that, and there he had a conversion experience, because you will not understand how revolutionary the TVA was at that time. But he found that he simply could not do anything as Director of Personnel without retraining all

the engineers and everybody else who was there. He began to see that one really should take people in mid-career and train them and develop a whole new system, but one could only do it with training. He was, of course, aware of what was going on at Columbia University. When the University of Chicago suggested that he might well come and take up the duties for which he was still listed on the faculty, he wrote back and said, "Well, that would be fine, but I have decided that I wanted to be in the field of adult education." Since Chicago did not have any students, there was no point in his coming back until they had some students who wanted to study in this field. A strange piece of logic! So he was sitting comfortably, or as comfortably as one can sit in Knoxville, Tennessee, and then a collateral event happened. A graduate student wrote in 1935, applying for a fellowship at Chicago and stating that he wanted to study in the field of adult education. Now that student always thought that it was his brilliance that got him the fellowship, but my assumption is really that the chair of the department seized on that and said, "We have got a way of getting Reeves back. Here is a student who wants to study." That is the way adult education started at Chicago, with Floyd Reeves and one student.

I think the lesson we might learn from this is that--once again, following my theme of what it was like then--higher education in those days, you will have to remember, was extremely small. You cannot realize how small it was until you think that, in those days, Michigan State University had 3,500 students and today it has 40,000. In those days, higher education was really small and everybody knew one another, and there was a network--not an old-boy network, not an affectional network of shared backgrounds, but everybody who had an appointment in a major department of education was somebody who had made his way somehow in mathematics education or any other field that you want to mention. Consequently, there was a great deal of taking things on trust. You trusted your colleagues. More than that, if you did not trust them, they might not trust you. So this came into being. It would be possible, you see, in the Twenties at Columbia, for this kind of agreement--"Sure, we will start a graduate program in adult education. Why not?" And at Chicago, "Sure, we will start a graduate program in adult education. Why not?" I think this tended to be replicated at other institutions--Wisconsin, Michigan, Ohio State--but it did not last long. Many problems that I have spent the last two days listening to among the junior faculty in this group simply did not exist. So that is how I got to Chicago, where, indeed, I was the graduate student referred to.

Kreitlow: I would like to make one comment on this, because I think that younger professors would be interested in knowing how easily a Ph.D. program in adult education was approved at Wisconsin. We had an official committee, of which I was chair, to look at approval of a special master's degree in adult education. At the committee's last meeting (this was before the Commission of Professors), I said, "Why not suggest both a master's program and a Ph.D. program?" One of the old-time professors said, "Go ahead, and, if nobody complains, put it through." I made the motion at the department meeting for the master's and Ph.D. programs, this old-time professor seconded it, nobody raised any questions, and the master's and Ph.D. programs were approved.

Apps: Let us explore the question of those early discussions about the graduate curriculum in adult education.

Houle: We are talking pre-black book now. When was the black book? 1954? 1964? I am well before that time, and so I will let somebody else talk about the black book. The thing that you need to realize, among other things, which is vastly different now, is the fact that adult education in those days was institutionally based. It was the kind of place where people interested in adult education from the libraries, the museums, industry, labor unions, public schools--really, mainly public schools--and university extension divisions, etc., where all the people in all kinds of institutions who continued to think of themselves as centrally related to institutions could meet together. Consequently, since the field was oriented in that way, that is how our graduate programs were oriented in the very early stage. We had really to analyze the field and see what was out there. We were greatly helped by the great English volume, the 1919 report. But we really had to think about this, and God knows the number of published articles that began with the words "The role of (blank) in adult education," and the blank was always filled with the "junior college," "the department of education," "the home economics college," or whatever it was, because we thought of it as heavily institutionalized. Really, I think that we did not begin to get away from that institutional orientation for quite a while.

Now I would like to say that it has cost us something to get away from that, and how I miss those public librarians! They used to be so central to the whole field of adult education, and we have lost them and, I think, some of the other groups. I think that we had much closer ties to the unions in those days.

Knowles: And business and industry!

Houle: I am not sure about business and industry, but, in any case, certainly the public schools. We are no longer. There used to be a number of superintendents in the public schools who would come to this meeting because they were running school systems in which adult education was an important element. So we have lost them. We have lost this kind of central theme, and I would like to say, of course, that the losing of them occurred at the profound point at which some of the group, operating from the very central core of the field of adult education, began to develop group dynamics. Malcolm was one of the group, I used to say "perpetrators." But adult education really began to look directly at the adult human group and how it could be modified and changed and remain educated. We have opened up from that into many other fields. So the professors' thing was the study of institutions and what they needed, overlaid perhaps by more profound analyses of the nature of the human learning situation, individually or in groups.

Apps: Malcolm, do you want to speak to that question--the early discussions of curriculum?

Knowles: From my perception, Jerry, there was a lot of exploration going on. There were attempts to develop ideologies--for example, one of the strong impressions I have from my years as Executive Director of the American Education Association (AEA) was the pressure from a very vocal minority of the Delegate Assembly of the AEA to credential adult educators and to define in narrow boxes what qualifications would be required in order to be licensed to practice adult education. As Executive Director, I resisted that very strongly. Fortunately, the majority of the AEA members did, too. But I see the years that I started doing graduate work as a period of exploration, of experimentation, of feeling our way, and of resisting attempts to over-institutionalize adult education, if you will pardon the expression, Cy.

Apps: Burt, how do respond to that?

Kreitlow: I may be interpreting the question a little differently, but I would like to look at it in terms of the way I changed perceptions within those early years of the Commission, and in a sense how it ended up in the black book, because I was involved with the committees.

Apps: Burt, say a few words about the black book for those who never heard of it.

Kreitlow: If you have not heard of the black book, you do not deserve to be here. In the early 1960's, stimulated by the caldron of the Commission meetings prior to that, we finally got to the point, as a Commission, where we said we really had to have a product. We could not go on talking to ourselves all this time. At this point, we started inviting some outsiders, like Malcolm Knowles from AEA and Jim Matthews from the U.S. Department of Agriculture. We had someone from library, from labor, and then, after all of that was put together, we said we really have to come to grips with what the graduate program in adult education ought to be; because, if we listed what it was, it would spread all over the map. But we were focusing on what it ought to be, and it really moved in many respects, although I think we saw it two ways, and I still see it in two ways--from the institutionalized form toward a kind of a foundation that was true of all adult education.

Apps: Let me interrupt. What do you think contributed to the move from focusing on agencies and institutions to the notion that there ought to be some foundation or uniformity across application areas?

Kreitlow: We were exchanging ideas from various foci (I was coming out of Wisconsin with my own background in agricultural extension, and the world was opening up to me), from those who were dealing with librarians, with the health sciences, with public school adult educators--all of that.

Apps: How was that commonality identified? That was a major occurrence!

Kreitlow: Through group dynamics. We were together and talking about it and continuing to wonder. We were even talking at great length about whether education was a discipline or a field of study. You take that question, and you really come to grips with it.

Houle: There were also other practical kinds of things that happened. I will remind Malcolm of the time when he and I were administering adult education programs in the same building and we decided to have a seminar. We met at lunch (I think it was the first brown bag lunch I ever had) and, if we were the inventors of the brown bag lunch, I am sorry. We did this, and we invited people (or we made them pay--I cannot remember) from a number of community institutions. Do you

remember those luncheons? We simply lunched once a week for ten weeks, and we asked these people who came from a whole variety of institutions--the ones that I mentioned, plus a number of people from all kinds of voluntary groups, settlement houses, and what not. We asked them what problems they were running into in the field, and we did a problem analysis and then went about thinking about this. We forced people into the same room, coming from different fields, and it turned out they all had the same problem. Malcolm has since got two books out of that seminar (one of them was revised after thirty years), and I got one book out of it. So it was fairly productive, and I think that must have been a vignette of something that was going on all over the country.

Apps: How did you move from that activity that instructed something general, where something general would cut across application areas? How did you tie that to a theoretical perspective or a perspective from another discipline? I know that, in the black book, there is a lot of attention to sociology's contributions and psychology's contributions, and that sort of thing.

Houle: In my memory, we did not behave rationally or systemically at all.

Apps: How did you behave?

Houle: I do not remember. I wrote a book that did not get published for another 25 years, and yet Malcolm wrote a book that got published almost immediately and turned it into a master's thesis. Then his other, larger book incorporated this early one. Maybe that is what we did. I do want to talk about relevant disciplines, but I do not want to do it right now.

Knowles: I want to say that the name of the black book was Adult Education: Outlines of An Emerging Field of University Study, without an index and with a table of contents that was without page numbers, if I remember correctly.

Kreitlow: Let me suggest one thing that may be responsible. In the Fall of 1963, a committee was at work on the black book in Washington, DC. I know that Sandy Liveright was one of those honored. I do not know if you were at that meeting, Cy. Wilbur Hallenbeck was, and you were, Malcolm. It was the day Kennedy was shot, and we were in a hotel room working on the black book and coming to grips with its final aspects. It probably took another

year before it was published, but if anything disrupted our thought on the black book, that was the only thing that did--because we were a concerned group, and we could not work the rest of that day.

Apps: Burt, what were some of the debates that took place in deciding what should or should not be in the black book?

Kreitlow: I do not think there was every any criterion arranged. We just wanted to get together.

Apps: I am trying to explore how the graduate curriculum began and moved to where it is now. For the last couple of days, we have been talking about where it ought to go next. We are going to be doing that, I imagine, further in this conference. I am trying to figure out how we got to where we are and what some of the debates were, and what some of the issues were. The three of you are leaving the impression that you all agreed on everything, and I know that is not true, because I sat in on some of those meetings--not that early, of course.

Kreitlow: We did not all come to agreement, but we did realize that we had to have a common product as the base from which we would operate in our own programs. At least, that was the perception I had. I threw in my two cents' worth. I think we were committed to come to some kind of agreement to help shape the programs with some uniformity. We did not want uniform programs. I would not have wanted the Boston program. Malcolm would not have wanted the Wisconsin program. But we were concerned about something in common, and I think what happened is that we even brought in consultants to the commission to deal with philosophy and tie it to adult education. We brought in psychologists and spent a day and a half with them, tying psychology with adult education. We did the same with sociologists. Ultimately, we came to grips with the question in a sufficient manner that we could go back and say that, in general, we agree with this and we will put it in writing. We had guys like Malcolm who could write all night, we had a resource in Sandy Liveright, who could go off in the other room and write all night, and in the morning we could come back. They were as chipper as they could be. The rest of us were a little tired, but we were able to come to grips with it and come to agreement. We put in sociology, anthropology, the psychology of learning and life span development, and philosophies of adult education into a kind of a loose package.

Apps: Cy, do you want to speak to this?

Houle: I think it is important to realize at this point that, during the period of time I want to zero in on--that is, from 1923 to 1947--we had very strong content bases and relationships with the fundamental disciplines of the university. But they were different from the ones we later developed, and this is an important insight again. That is, if we had any--and I think we did--they were clearly related to the humanities. You had, growing out of the Teachers College, Columbia, experienced, stellar people who were concerned with adult education. One thinks at once of John Dewey, who was a young man at Hull House, where Jane Addams had really helped to discover adult education at that period and carried this out. John Dewey's philosophy was very important to us. If you heard of Ruth Kotinsky's book (somebody was mentioning that to me the other day), you will see how important philosophy was in our thinking.

Another discipline that we thought very important was history, and perhaps the prototype figure was Charles Beard who, as a young man, had created--what is the college at Oxford that focuses on workers education? Ruskin College. Charles Beard, the American historian, had founded Ruskin College, and he was deeply interested in history.

In literature, there was not quite so much eminence. One thinks of Pearl Buck, a Nobel prize-winner who was much concerned with adult education and wrote at least one book about it. There were also Dorothy Canfield Fisher and others.

But the academic disciplines with which we were concerned were in the humanities, and the writing then came from the humanities. I have been interested, in the last couple of days, to see that a number of our younger professors of adult education are now becoming somewhat enchanted with that literature, so much so that I think it is probably going to be cannibalized in a number of anthologies shortly. This is not, I think, because people wrote better--though I think that, on the whole, they did, because they were drawing from the very deep traditions of philosophy, history, and literature, and the other things. When you made a reference in a national meeting of adult education to some literary topic, almost everybody got it. Almost everybody got the allusion, just as today you would catch the allusions that come from the field of the social sciences, or any of a number of other jargon terms in the field of the social sciences. In those days, it was really the humanities that were the central feature. Malcolm, what about your competency-based program--when did you really develop that?

Knowles: At Boston University about 1964.

Houle: What Malcolm did there (and it is an extremely refreshing concept and quite different from that of any of the universities that ought to be mentioned) was to draw back from all of this emphasis on content and say, "What should a person with a doctorate in adult education be like? What should he possess? What are the ways by which he can do it--courses and so on?" I thought that was one of the most refreshing and original approaches that had come along. Do you want to say anything more about it?

Knowles: How can I top that? Let me just say this. In terms of the future, I am convinced that most education, from kindergarten through St. Peter's gate, within the next couple of decades will be competency-based. I think we are fast realizing that we have to move from a nineteenth-century model of the purpose of education--which was to produce the knowledgeable person--to a twenty-first century model, which is to produce competent people.

Apps: We had agreed earlier that, about this time, we would open up the discussion to all of you.

Darkenwald: I have listened to the panel with great interest. It seems to me (I think it is really quite crucial) that the early leaders of the field--and, most notably, these distinguished gentlemen--imperfectly defined adult education as a discipline, not a field, and I would like to comment a little bit on that. I take a very opposite point of view, and that is that education is a field of professional practice, not a discipline, like psychology or chemistry. Within education, there is a number of sub-specialties, all of which are concerned with fostering the socialization of children, intellectual development, etc. I do not know of any program throughout the professional field of adult education that offers courses in the history of, let us say, special education, the philosophy of special education, or counseling, or guidance--you name it.

These disciplines are concerned with improving educational practice. The bottom line is that we are educating children with learning disabilities (so-called dyslexic children). What matters is whether or not our knowledge base, upon which our practice tools are founded, works. It seems to me that, in adult education, we have gotten away from that. What do we think we are? Do you think we have nothing to do with education or social work, or something like that? We are part of a field of practical education, and I think it is

time we recognized that. I do not deny that, because of the way schools of education are organized, we have got to have our own courses in history or philosophy. Take the history or philosophy courses in schools of education. They are irrelevant to adult educators. I concede that.

Apps: Do we want a reaction from the group, or what is the question you would like to ask?

Darkenwald: I think I made a very plain statement. I am saying that adult education is not a discipline. Education is not a discipline. I think that adult education is no different, fundamentally, from any other sub-fields of professional practice in education. We are all educators. I do not see courses in the history of education for psychologists--the history of psychology--well, yes, there are. Of course, there are historians of science and social science, but they are not part of a professional school programs.

Knowles: Gary, I see graduate programs in adult education as being interdisciplinary approaches to the development of excellent practitioners, and I think that the competency-based direction, or movement, that Cy mentioned is precisely concerned with that. I do not see it as a discipline. It is an interdisciplinary professional field.

Darkenwald: Yes, but, Malcolm, is not every specialization in education interdisciplinary?

Knowles: Let us ask the master.

Houle: I really came here tonight to look over my shoulder, not to look ahead. But I think that the answer to your questions is a reasonably simple one. I spent twenty-odd years looking at professions. I have always believed, with you, that adult education is a practical field--no question about that. Its ultimate basic tests are practical. However, as with all practical fields, and certainly with the professions, it is necessary to build a knowledge base to attach to them, which stays comfortably ahead of current practice by studying it and analyzing it. Thus, in medicine, if medicine is not healing, it is nothing. Yet there is the academic field of medicine. In fact, there is a whole cluster of them--and all of the other fields where academic people are really studying to try to build a base on which the practitioners may subsequently call. It seems to me that is what we are doing. One thing that is constant from the beginning is, I think, a basic agreement with you that this is a practical field. But what we

are saying is that we have a special mission, or mandate, to try to do the research and then to funnel that into the preparation and in-service education of people in the field.

Darkenwald: I do not agree with what Cy Houle said. The point is that we are not doing the kind of empirical research that is being done in medicine and engineering, getting concepts from physics, mathematics, and other disciplines. We are not taking concepts from psychology, sociology, economics, and even biology, and building a knowledge base for the improvement of practice based on systematic empirical inquiry, and that is what you describe. Instead, we seem to be floundering around reinterpreting derivative people like Lindeman, who basically are just Deweyan disciples, and so on, teaching history courses.

Apps: Let us agree with him, so we can get on with the session.

Kreitlow: I would like to make a comment. I think that occasionally the younger people need to relive the history that those of us up here went through.

Apps: Another question.

Bob Smith: I would like to add a footnote to what you said about developments from the Thirties to the Sixties, with the input from practitioners and the early insights of gifted amateurs. I think I would like to add the point that, between 1935 and 1965, we had a tremendous increase in the amount of research. We had Edmund del S. Bruner's book, the annual reviews of research, and we had the growing sophistication of the adult education journal. So, by the time you really began to get the proliferation of graduate courses, research was really feeding into that--not just group dynamics research, but a lot of other research.

Caffarella: My question is about the black book, and maybe a different framework. Looking back over what you all have done, are there pieces of it now that you would have us keep? You were thinking about the change and re-development--what are the pieces you would keep?

Apps: Good questions.

Houle: I do not think its a good question. What we are here to do tonight is not to give you our vista of the current scene, but to talk

about the past; and I think it would be good to stay with the reason we are here, if we are going to fit into the total pattern that has been developed. Do you mind, Rosemary?

Caffarella: No.

Houle: I do not want to get other questions in which we pontificate about our views on how things are going today. I am an expert on the past.

Rubenson: When one looks at development of disciplines and sub-disciplines, many of the sciences generate some kind of discoveries, and out of them grow new disciplines. I want to talk about the importance of Thorndike's work. Would it have been possible to create the adult education program at Columbia without the work that Thorndike had done, and that gave some kind of credibility to new knowledge that we see as a discipline? Do we see the development of a discipline occurring, building on the knowledge of development stages, and these kind of things?

Houle: I do not get the thrust of the question.

Apps: As I heard it, it concerns the contribution of Thorndike's work to the kind of graduate curriculum that began to emerge. Is that close?

Kreitlow: My own reaction is that it had a very important influence in the early years. It may well have developed without Thorndike on the basis of what others were doing, but he certainly gave those of us in the early work on adult education some of the basic framework from his research and his work, particularly on adults in their later years. Even though he was wrong in some of his research, it was stimulating enough to have us use it.

Unidentified Questioner: I would like to know what are your most positive and negative impressions in general relating to the ways that graduates are pursuing the field as professors?

Knowles: Cy is the one who has more graduates as professors than anybody.

Houle: Some are doing very well, some are doing well, and some are not doing so well.

Unidentified Questioner: Cy, you kept using the framework of 1923 to 1947. I want to know why you felt that was so stable and so significant.

Houle: Frederick Keppel became head of the Carnegie Corporation in 1923, and you have to set some kind of framework when you are going to deal with a historical period. So I decided tc focus on that one.

Ingram: Were there any ideas that were being discussed back in the early days that, if they had not gotten hold, would have caused the field to look much different?

Kreitlow: Taking your comment about ideas that had gotten hold, then, of course, they would have made a difference.

Ingram: Which ideas were they?

Kreitlow: One of the ideas would be to really take adult education and only look upon it as a discipline and not a field of practice. That would have made a difference.

Knowles: Certainly, if the behaviorists--Watson, Skinner, etc.--had become the dominant influence in our field, we would be different from the way we are now!

Unidentified Questioner: What do you think of the influence of a time when there were all men and no women?

Kreitlow: Sure, there were not any women in the old days.

Cunningham: I would be interested in your reflecting back. If you take the years 1923 to 1947, what were the things that got missed by you folks? What kind of things do you wish that you could recapture, or that could have put into the field?

Knowles: From my perspective, Phyllis, I think it was unfortunate that we did not start getting research on adult learning, on the learning of adults, until Cy Houle's study of 1961 (The Inquiring Mind) and Allen Tough's seminal study published in 1973 and revised in 1979. It is weird that here we are engaged in research in adult

education for many years, without looking at how adults learn. That was the big gap.

Houle: I thought then, and I think now, that the great omission in the graduate field and discipline of adult education is our inability somehow to capture the insights that we could get from the biological sciences.

Knowles: That is going to come.

Houle: You say it is going to come, but the future is just around the corner, and that corner is pretty round. I think, for example, that illiteracy is, to a large extent, a physiological problem. Yet, when we talk about dyslexia, I have the impression that it is just a word that covers all the people that we cannot somehow deal with. We have not really looked at this. When I read magazines, I am unable to really interpret because I do not have the background about the split brain--the function of the two different parts of the brain--when I look at how that might affect education. When I think about behavior-affecting substances, and what might be done there to facilitate the ability to learn through chemical means, and when I examine any one of a hundred other things, I surely hope that nobody here goes into that field without an extremely sound background in the biological sciences. I am talking about really finding out and I think, Roy, that if we would known more, we would feel much more soundly based. If we had incorporated Marian Diamond's work from Berkeley into our thinking, I believe we would be in a much better posture. So, as I say, I have thought for a long time, as many of you know, and I still think that you cannot talk about this as a truly interdisciplinary field or any other way without including the biological sciences.

Boshier: I want to ask a question about the future, but I will not do that. There appears to be some kind of a parting of the ways between Malcolm Knowles and Cy Houle. We got a sense of that in Cy's reaction when the question of group dynamics came up. I got a sense from Cy's reaction that he somehow felt that development was damaging, and I would like both him and Malcolm to talk about their attitudes toward that epoch in our field.

Houle: I am sorry you feel that way. I have always objected to one aspect, not of group dynamics as a study of groups and their work, but about the assertion (which first was made in 1947, and I can remember exactly where and when I read it) that group dynamics is the method of adult education. The early proponents in this field

wanted to knock everything else on the head and have group dynamics as the sole method in the field. I am not caricaturing. I have always been opposed to that, and I suppose that, in some early days, I may have written something that was negative. But I long ago came to believe that this was really the first time that we began to move away from concerns such as these: How do they do it in the universities? How do they do it in the libraries? What is the role of this? What is the role of that? All the rest of it. We moved toward a true realization that we must look at the adult educative process. Of course, many other things have happened since then. I do not think that Malcolm and I are in any disagreement at all.

Knowles: No, but I would like to build on that. I have been in adult education for 52 years, and, in those 52 years, I have lived through one fad after another. When I got into the field in 1935, the big fad was group discussion. Eduard Lindeman was promoting group discussion, and most of the literature on methodology at that time was group discussion. Then, in the 1940's, it got to be audio-visual aids. I jumped aboard each of these fads, let me tell you--I tooled up. I learned how to train discussion leaders, and I learned how to make overhead projections, transparencies, and so on. In the late 1940's, it became group dynamics. In the 1950's, it became teaching machines. In the 1960's, it was something else--liberal education, the Fund for Adult Education. I gained an awful lot from each of those fads in the enlargement of my equipment. The people I feel sorry for (and I think this is what builds on Cy's position here) are the people who are still back with one of those fads.

Houle: Or adopting one of those fads as it comes round again.

Kreitlow: And they do.

Stock from UK: It is a bit difficult for me to focus this question. American graduate work in this field is much admired and is, of course, the biggest. The output of written material is quite enormous. And there is a sense, therefore, that people who work with you, but not next door to you--in other countries--are on the receiving end, and it is much admired. But what we do find (and this is where I come to the bit where the group comes in) is a tendency, unless I have it quite wrong, to ignore the great deal of work that emanates from other countries. For example, there was a discovery, not very long ago, because of the translation of work from Germany, of Charlotte Buhler's work that occurred in the 1930's in Vienna. That work had, I think, an immense influence. If there had been (and I am not

criticizing) a better interconnection between countries and within academic work in this field, is it not conceivable that this immense development, on which the rest of the world has greatly depended since, could have been better? In other words, is there not a concern about the degree of parochialism that could come in, because of the size and the immense power of American higher education? Is there a danger therein that it becomes blind to what is happening in other places?

Kreitlow: I think you are correct. I am not going to excuse the Americans, but there is a partial reason for it. That is, it seems as if the American professors have been, in a sense, too busy with the practical orientations of their development, to get into the kind of study and research that would be required to do what you are suggesting. You are right in the suggestion, but the operation of American graduate programs really is a kind of rat race--much more so than that in Britain, for example. There really ought to be more time for thinking, for discussions, for actually playing around with ideas, instead of taking the few days one has during a year to do the kind of thinking that the Commission did in the early years. We had to fight to get time off to do it. I think that part of it is just the American phenomenon of running the rat race of graduate programs. It is unfortunate.

Knowles: I would like to disagree with the proposition. I do not think that is right. I think that Americans have been greatly interested in what is happening in other countries and have been influenced by it. Starting with Fredrick Keppel, it was his interest in the Folk Schools in Denmark and other developments in Europe that caused him to think that we ought to know more about what is happening in adult education in this country. Eduard Lindeman did the same. The International League for Social Commitment is another example of reaching out and learning from what is happening in other countries. I have a hunch that you are not really aware of the influence that other countries' thinking on adult education had on us.

Stock: It is entirely possible.

Kreitlow: I think beyond the handful though, it is very limited.

Apps: We have time for one more question, and then I am going to ask if the panel has any concluding comments.

Long: I do not have a question, but I would like to follow up the observation on The Inquiring Mind. We will be republishing it with an update contribution from Professor Houle.

Apps: Is this a commercial, Huey?

Kreitlow: The commercial is fine, because, on TV lately, inquiring minds want to know.

Apps: Any concluding comments from any of the contributors?

Knowles: I think there is one thing that my wife and a couple of other people would be interested in knowing. I am currently writing another book that has been more fun than any I have ever written. Jossey Bass asked me if I would write a series of essays saying things I wanted to say, but have not said yet, or would say differently from what I said before. Just think of that--the challenge of trying to think now what I have wanted to say that I have not said. I am now on essay number seven and having a ball.

Apps: Have you got any books coming up?

Kreitlow: Talk about having fun writing--I do not know if it ever will be a book. My wife Doris and I wrote a book that has not been published, coming out of research on positive retirement. Since we had problems with it, we turned the coin over. We are now taking our research and turning it totally into fiction, and are writing short stories that can be used as discussion guides.

Apps: It is about that time when we said that we will close. Thank you very much.

GENERAL SESSION II

International Adult Education: Bringing It Home

Cervero: I would like to welcome you to our second general session of the conference. We generally have two kinds of sessions here at the conference. The world is divided in two, and I think we are in process of creating a third kind of session. There are the general sessions, in which there is no competition with other presentations, and those are planned by the Planning Committee, of which I am a member for the whole conference. There are task force sessions, which are planned by the task forces themselves and meet in concurrent sessions. This year we have created a new species, or category, of session--that is, a general session that has been planned by the task forces--and I would like to give you a little bit of history about this particular session.

The International Task Force--Victoria Marsick and Marcie Boucouvalis, who are co-chairs--came up to those of us planning and said, "We have this great idea, and we have got all the task forces excited about it, and we wonder how we can integrate this into the whole conference." We felt the importance, as they did, of the international focus in our work, and so have designed a general session that has been planned by the International Task Force, but co-planned by all seven task forces of the Commission.

All presentations have a history and the history of this, I am told, is that it began with a series of conversations that Marcie Boucouvalis, Victoria Marsick, and Roy Ingham had in a bar in Tallahassee. At this point, I would like to turn the program over to Penny Richardson, who is incoming Chair of the International Task Force and will serve as Chairperson for this session.

Richardson: Actually, I am happy to announce that I am not the Chair. I am the Co-chair, which means that I am a partner in crime, even though she is an ocean away--Athelinda MacIntosh, whom you will meet shortly. There is a buddy system involved here. Before we launch into the session, I want to give a few minutes to Phyllis Cunningham, who has an important announcement.

Cunningham: Unfortunately, we will not be at the General Session tomorrow, when you do the business type of things, and so I would just like to take a couple of minutes to announce something to you

that I hope many of you will want to take as a possibility for yourselves. There is a lot of interesting things going on in international adult education right now, and, if you are properly networked with the International Council of Adult Education (ICAE), then you know about these things and you can be involved in them. We are very interested in one thing we are doing with the International Council--being here to provide a better, closer working relationship between the people who are interested in adult education here in the United States and the International Council.

All of you received this sheet that describes the International Council, and you will notice that there is a special little operation we have going here for this conference; and that is that, for sixty dollars, you can become a Friend of the ICAE. One thing we are going to do is to give you one of these buttons, then we are going to take your sixty dollars, and then we are going to see to it that you have informational material that will keep you in touch with what is going on within it that would be important for you. Now this becomes very important, because those of us who are working with the Kellogg grant will be funneling information out in this way, and we will try to make it in other ways as well. But I think that here is an opportunity for you to begin to develop your relationship with the International Council of Adult Education. So we hope that, after this meeting, you will stop out here at the desk. You can pay your sixty dollars, or we will bill you, and you can become a Friend of the ICAE. We will then have an opportunity to perhaps have a closer relationship throughout the year.

Richardson: Let me spend a quick minute shaping the session, so you will know what to expect and how the time line goes. These people are speaking for their own task forces on basically their ideas on how to bring an international dimension to the work of that particular task force. I would like to ask each speaker--I will introduce each of them--to give a quick sentence or two about their own particular interest in the international scene, so that each of you can have that in mind as you hear their opening comments. After we have heard from each of the six speakers, we will break into small groups that will be facilitated by the task force Chair or whomever in the task force wishes to assume that, if the Chair should not be present. You will hear from each of the speakers for ten minutes or so, and then we will break into task force small groups. At that point, the original speaker will have a few more minutes to key the group, and then that group will continue to converse in an informal manner. The charge of each group is basically to address these questions: Is it desirable for

your task force to try to bring it home internationally, to have an international theme? Do the key ideas that you choose to work with represent seminal forces that could generate your work? What are the implications for practice? What are you going to do about it? A theme for the whole session is one that was mentioned yesterday when we had the introductory roundtable for the international mixer. Someone said, "I hope to achieve this goal of being in touch and thinking internationally, thinking globally, and then doing that in an action way in my own local setting." I know that was one of the themes of the World Futures Society conference--thinking globally, acting locally. In a way, that is what we are asking each of the task forces to think about, when you are in your small group session. Somewhere around 3:30, we will take a coffee break and get from your small groups back into a plenary session, and at that point ask the small groups to report back what they think the implications are for action in your task force. Second, what things would you like to see this group do next year? It looks as if we might have the opportunity to use the marvelous telecommunications capacities available in Oklahoma, and we are going to be trying to take advantage of the Oklahoma Center to bring in some international visitors via teleconference to our large group meeting next year. That might be one topic that your small groups could address: Whom should we invite to come to us? What might be some questions or issues to pose with that group of people? As I understand it, we could have it from any continent in the world with which we can hook up.

The person who will be pulling the themes together is a person I would like to introduce to you, and that is Athelinda MacIntosh. Athelinda is from the University of Surrey in the United Kingdom, and she is going to be Co-chair with me next year, and we will be trying to put together a program for you then.

Our Speakers today (and I will be introducing them in the order in which they will be speaking) are Thomas Sork from the University of British Columbia, representing the Computer Task Force; Victoria Marsick from Teachers College, Columbia University representing the Human Resource Development Task Force; Peter Cookson from Pennsylvania State University, representing the Instructional Task Force; Merrill Ewert from Wheaton College, representing the International Task Force; Kjell Rubenson from the University of British Columbia, representing both the Research and the Theory-Building Task Forces, since G.L. Carter could not be with us; and, Lloyd

Korhonen from the University of Oklahoma, representing the Self-Directed Learning Task Force.

Sork: In order to provide a context for my own work and interest, I guess I need to give you a brief background on where I am and how I got there. I am a faculty member at the University of British Columbia. We have eight faculty positions there. Four of the faculty are from the United States originally, one is from New Zealand, one is from Sweden, one is from Chile, and one is Canadian born and bred. Now, if there is a place where it is in your best interests to think and work internationally, the UBC program is probably it. We prod one another from time to time, if we fail to recognize the kind of differences that we know are important when you move across borders from one country to another.

I have become interested in the use of computers, not as a technologist (which I am not), but as a user, and the kind of use that we are making of computers in B.C. is to communicate with colleagues and to do our work. This is what I would like to talk about today. It is not going to be a pep talk necessarily, although I do intend to spend maybe three of the minutes talking about the benefits, but I would also like to spend three minutes talking about some perils of using computers and some difficulties that the use of that technology creates in helping us think internationally. There are some barriers it creates, as well as opportunities that it opens up to us. I think we continue to have problems in understanding the implications not only of moving physically across borders, but of working with people who live in other areas across other borders. We are particularly sensitive, I think, to that in Canada, because it is often very difficult for people to distinguish characteristics of the U.S. culture and the Canadian culture. I have re-read recently a book by a noted Canadian author, Pierre Burton, entitled Why We Act Like Canadians. In this book, he writes a series of letters to his friend Sam, an American, trying to explain why Canadians have particular perspectives on the world, a particular world view. It is quite interesting reading.

I have a list of what some people would probably consider fairly minor things that happened to me as a professor on almost a daily basis that sensitizes me to the differences between working in the U.S. and working in Canada. I do not think I want to go into those now. I might later in one of the small groups. But I have good, solid evidence on almost a daily basis that, even in North America, when we are talking about the U.S. and Canada, there is a lack of sensitivity

that there is an international boundary there, that we have different cultures, economies, and political systems, etc.

To get to the technology, one thing I brought with me--and many of my remarks are going to be based on this--is a transcript of a computer conference that was held about six to eight weeks ago that some of us at UBC were fortunate enough either to participate in or to observe. I am not going to go into the details of what is in this transcript, but the conference was really an experiment. The topic of the conference was distance education. It involved people in the field of adult education from the United Kingdom, Australia, Canada, and the U.S., and there may have been other people looking in as well, but they were not official participants in that experience. My remarks will concentrate primarily on the use of computers for communication purposes, for getting in touch with one another, and for working collaboratively in publication and related areas.

I would like to talk very briefly about the potential of the use of computers to enhance international communication. We have tried to take advantage of some of these at UBC, and I think other people have as well. Computers are relatively inexpensive, in comparison with telephone and travel, if you ignore the hardware costs that our universities have to invest in--networks and that sort of thing. There are international networks that allow adult educators and others to communicate with one another quite readily from their universities. That is what we have taken advantage of at UBC, and those of you on other campuses have taken advantage of that system as well. So we are able to sit down anytime we feel like sitting down at a terminal and send a message to one of our colleagues who is on the system. I will talk later about some barriers. These networks that allow us to communicate seem to be spreading quite rapidly; that is, there is greater and greater accessibility to these networks. There are many countries that still do not have access to these networks, but there are many more that seem to be added all the time. So access to these communication channels seems to be increasing fairly rapidly.

The cost of the technology that we need, in order to gain access to these, is also dropping. That technology is becoming much less expensive from year to year, and I think there are good data available on that. The systems are becoming more user friendly. Some of you may not believe that. It is in a very relative sense that it is becoming more user friendly. Those people who have been using the systems from the early years see, I think, a dramatic increase in user friendliness of these networks in gaining access to them, although

they are still quite intimidating when used for the first time. The technology makes it possible to engage in conversations and in joint writing and research projects. Again, we can use the mail for a lot of this; but, in Canada, we occasionally have difficulty in moving the mail as people do in other countries. The use of the computer allows you to go around those systems, and we have found the turn-around time in getting feedback from people creates a tremendous advantage in doing collaborative work.

I would like now to say a few things about some problems and perils involved in using this technology. I mentioned that there is increasing accessibility to these networks, and that certainly is true. But there are many people who are still effectively eliminated from these networks because they do not have reliable power supplies, the technology is not available on their campuses, and a variety of other reasons. So, when you decide to use this technology in your work, you are effectively limiting your interactions to those who currently have or soon will have that technology. There is a technological culture that can easily develop. We communicate with the people who are part of that culture, and we effectively block out people who are not currently in that culture. I think that can create major barriers for us, and I think it is a peril that we need to look at very closely as we consider action steps we might take in the Computer Task Force, for example.

The technology masks cultural differences. The culture of the technology we are using is one that basically we have to accept, if we use that technology. The culture--that is the language, protocols, assumptions that underlie the technology, the economics, and the control structures--is all established by the people who develop the technology, and we often do not understand those. We just have to accept them, if we make use of that technology, and there is a potential danger there.

The characteristics of the technology really establish a boundary, or a border, which I think is more formidable than most international borders. That is, they are not actively guarded, but many of these characteristics make it all but impossible for people to get into this technological culture. There are some interesting exchanges in this transcript of the Distance Education Conference, where people are reporting the difficulties of others in just gaining access to the conference. They have the technology there, but somebody else is using it for a data search, for example. The line was tied up, or there was a timing problem, or the computer was down. There are even

people who have the technology sitting on their desks, but often have difficulty participating in these kinds of activities. When we talk about using this technology, we need to be quite sensitive to the perils that we might encounter when we make decisions about how we might collaborate more effectively with one another.

Marsick: I guess some people might accuse me of crossing over the line. My background has been mostly in non-profit social justice "world," as much of my career has been in community development and in community organization; and my last job, before joining the professors was with UNICEF, working for children in the world. So, what in heaven's name am I doing in HRD? I believe that the conditions right now that are going on in human resource development are not unlike the conditions in many countries around the world, where change is occurring very rapidly and people are not quite clear what to do about it. I found that, in my UNICEF work, in understanding how to help people of different cultural backgrounds and cultural perspectives, to live and work properly together. I began to glean some insights that I found, as I started to check with people who are working in the human resource development field, agreed with what they have been experiencing because of rapid changes. We have no more dramatic example than what is going on in the stock market right now and how that is reflected immediately around the world in how people view their lives. As we look at the field of human resource development and all the multi-nationals that exist, even a small company in the United States that has no company outposts in other countries cannot afford not to understand and to think globally, and to think about all the issues of international competition and the international marketplace that affect what they do and how they do it. The warning for human resource development people is that we cannot sit back. From my point of view, it is not only desirable, but necessary, and we quickly jump to the question of whether it is feasible and how it ought to be done.

Pondering it, I thought of two different cases. For example, you have the situation where companies are thinking about employing people in other countries in other parts of the world, and there are several different things they have to think about. You have a whole set of policies and conditions of employment that are objective--salaries, structures, etc. But you also have an implicit underlying set of expectations about people in other countries, about what work means to them, what it means to come together with a group of other people, to be employed for certain ends, and to be part of a structure that has its "bottom line." Often, in human resource development,

those are things we go into the world without thinking about, and all of a sudden we come face to face with the reality that you cannot operate without trying to understand the perspective and the reality of the other person. Then there are some even stronger issues that we need to deal with, because it is not just understanding conditions of employment, but it is really often trying to figure out how we can effect the social contract, how we can understand and move more actively toward what we think people ought to be doing when they are working together.

No human resource development persons, even entering as late as I did, would be respectable unless they came with their foils--and "foils" is the business word for "transparencies." In just briefly talking about a couple of sets of ideas that have influenced me in my thinking about international human resource development, I will briefly share a few foils with you. Some of you have been to some of our earlier discussions that have been going on about how researchers and practitioners can come together. I have just come back from one of our catalyst countries, Sweden, where I have begun to do some research with a small management development group in Lund, and they are working with strategies that, for want of a better word, they call "action learning." It turns out that everybody in Sweden does action learning in one way or another, or at least that is what one tends to uncover. I have to rely on Kjell to let me know whether that is true or not. But this group of people decided that, when it comes to human resource development in companies in Sweden, too often what happens is that we go in with a kind of expert strategy, and the experts come in, whether they are research experts or whether they are consultant experts, and they consult with the people down there in the messy world of reality to describe the problems. Then they go up in the higher world of analysis and analyze, and then they come back and translate. A lot seems to get lost between A and B, and what happens too often is that things just do not happen. So they have adopted an approach that is probably a lot closer to the quality circles, as these are conducted in Japan, which have more to do with what they call an actors supporting model. Swedish companies have sort of bought into a consortium, and this is a long-range kind of project. People come together for seven hours for project work with one another, where they learn from one another. They are focused on solving problems, but what they find in the process of interaction is that they are not just solving problems; they are really renaming the problems. They will start with problems of, say, why we need a different structure for organizing our company; and, as they begin to look at it, they go into the company, they talk with people, they begin

to conduct some experiments, and they find out that is not the problem at all. The problem has to do with one person who is not speaking to another person. There needs to be a different kind of team relationship and we have to move toward more participation in decision-making--all kinds of human problems that really are a greater part of the problem. Over a period of time, it is a process of experimentation in people working together to really uncover their reality by using one another, by forcing multiple perspectives on an issue, and by re-framing and re-naming problems. The people at the Mil Foundation also found that individuals have written a lot about what they are doing. Some of you may be familiar with the work of Revens in England. He has written extensively about what action learning might be and what it might look like. For those of you who joined the HRD Task Force, we might go further into that, if you like.

The other person whom I thought might be worth looking at is Hofstede, because he has helped my understanding of what it is to work together with people of different cultures in one setting. Some of you may have run into his work. In analyzing his data, he found these patterns of interaction in the companies and the people working in them: power distance, uncertainty avoidance, individualistic versus collectivistic, and masculinity versus femininity.

Power distance is the degree to which people in a national culture are comfortable with a large amount or a smaller amount of distance between one another. Uncertainty avoidance concerns the extent to which we have to have an answer. I was talking to someone this morning who said that, in the Midwest, frequently she runs into a lot of very low tolerance for uncertainty. They have to have a stand, and you have to state it clearly or they just do not like it. The third pattern refers to the degree to which people are either individualistic or more collectivistic. A final pattern had to do with the very hot potato of "masculinity-femininity," which he defined as the degree to which people in our culture are assertive.

One of the implications is the following. From his data, he found some interesting things which, in a smaller group, I might talk about--motivation theories, differences among motivation theories, etc. But what I found particularly interesting is to consider, when you get people of different cultures together, how they want to work together. You find that, in some places if you matched power distance and uncertainty avoidance, some countries had a very high need for power distance and a very low need for uncertainty avoidance, and that the way they like to organize their companies or

their organizations had more to do with a kind of "family orientation"--for example, Singapore, Hong Kong, India, and the Philippines. By contrast, there were other countries that did not care much about the power distance, but were very hot on uncertainty avoidance, and they liked to set up structures and routines. He labeled them the "well-oiled machine"--for example, Germany, Israel, and Finland. Then you have places that are very low on power distance and low on uncertainty avoidance, which are like the "village market," and the Scandinavian countries fall in that category probably more strongly than others do. Then, he had the "pyramid cultures" that were really high on power distance and high on uncertainty avoidance--for example, Latin countries and Japan.

There is a lot of interesting insights that his theory brings, but whether you can accept it 100% or not, I thought it might bring some insights into our reality from a cross-culture perspective.

Cookson: Perhaps, like many of you, I work in a graduate program that consists mostly of part-time learners at both the master's and doctoral levels. There are 180 students enrolled in our program, and all but ten are part-time, all with very local and practice-oriented concerns. So to internationalize the curriculum is a very vital one for our program, as it may very well be for your programs. For me, to internationalize the curriculum means to incorporate ideas and experiences relating to adult education in other countries, whether they be countries individually, collectively, or globally. I think the end result of internationalizing the curriculum is to extend the horizons of our students beyond what George Santayana referred to as "the frontiers of Christendom and respectability." I think there are some very specific things that can be done, and I would like to spend most of the time I have here emphasizing some of these specific suggestions that can be followed to internationalize the curriculum.

First, I think one can demonstrate the inter-cultural and international scope of our field, and this can be done by ensuring that our doctoral and master's reading lists, as well as the reading lists in our syllabi for individual courses, include major works from other countries. Of course, we are usually limited to English. Perhaps it is time to reconsider the requirements of many doctoral programs in the past. Few require a foreign language. I think that has been largely abandoned. I think that, in this bibliography of international work, we can look to the series of studies done by the European Center for Leisure Studies, the International Journal of Lifelong Education, Convergence, and the Comparative Education Review in which, by the

way, every issue has a bibliography related to non-formal adult education that perhaps not all of us are aware of. Also, OECD and UNESCO Publications can be referred to in our reading lists. As we refer to bibliographies for other countries, I think this allows us to open up the doors, so to speak, to other experiences different from our own with regard to issues of adult education, methods, philosophy, and ideology--things that are not usually dealt with, or, if they are dealt with, they are dealt with differently in our own part of the world.

Another specific suggestion would be to supplement our instruction with international visitors. I know that, at the University of British Columbia, where I was before, they make a point of bringing international visitors every summer to offer courses that would not usually be offered by people on the faculty there. Money need not be a barrier to bringing international visitors. You may have noticed that I was with somebody from Nicaragua yesterday. Of course, the Commission of Professors had no money to bring him here, the AAACE had no money to bring him here, and my own university had no money to bring him here. So what did I do? I got on the phone to colleagues at the University of Pittsburgh, Syracuse, and Rutgers, as well as some people in continuing education at Penn State. In lieu of giving him an honorarium, these institutions are providing funds so that I can pay for the ticket. This is a very concrete way of bringing people form overseas without any external funds. Of course, it is nice to have external funds, but that is not always possible.

During his visit to the Penn State campus, he made five presentations in three different courses, thus providing an international dimension to more than a discussion based on reading. I think that, occasionally, it is possible to bring international visitors over with just an offer of a desk, a typewriter, and access to a secretary. There are some professor colleagues who are able to come for sabbaticals and who spend extended periods of time with us, and that guarantees additional internationalization of our curriculum. Sometimes it is necessary to coordinate such visits with our agencies like the International Council for Adult Education, other colleagues in the International Task Force, the Commission of Professors, International Adult Education Section of the AAACE, and the International Associates of the International Council through the coalition. Another way to involve visitors, and thus enhance internationalization of the curriculum without having them come here, is by the method of audio-conferencing. I am planning to teach a course or seminar this next semester on adult education participation

research, and I plan to have participation from researchers in England, Canada, and also in Central and South America who will speak to our class through the telephone. The class itself will be taking place at three locations at the same time through audio-conferencing.

Another concrete suggestion will be to attend and participate in conferences with an international theme. For a number of years, as long as I can remember, the AAACE (and prior to that the AEA), there is always been a sort of international track, almost like a conference within a conference, with an international theme or several international themes; and participating in those sessions can add insights that we can then carry into the classroom with our groups of students.

Another organization is the Comparative International Education Society. I had an opportunity to go to their annual conference this last March. Unfortunately, not many adult educators go to those conferences. What you find there are mostly sociologists, political scientists, economists, and people who are school-oriented conducting sessions. There is need and opportunity for more involvement there for professors; and, in getting more involved, I think we increase our own awareness of the international issues and then take them to our own courses and our interaction with our own students.

A concrete suggestion is to seek specific opportunities for international exchange and cooperation. What does that mean? It means any one or more of a whole array of activities, such as carrying on a correspondence, writing, and sharing ideas, materials, and information with colleagues overseas. Something else you might want to do is to host visitors from overseas--just to provide a home, a bed, and meals. This can lead to meaningful contact and meaningful exchange.

Another concrete, specific suggestion would be to learn a language. There are very few people here who are polylingual-multilingual. One fellow who was in the session this morning is from the University of Geneva and is fluent in five languages. I suspect there are very few of us who are fluent in five languages. I wish it were so. We can learn a language, and it does not take complete mastery to conduct meaningful interaction with colleagues from other countries. It will yield meaningful and vital insights for our own curriculum.

None of these things I have mentioned involve actual visits to other countries, although it may help if you can visit other countries. It also helps if you can be fluent in another language. Last year I spent three weeks in England after being away for 32 years. I went back, and I spent fifteen working days visiting 22 adult education institutions. I will never do that again. It was clearly a mistake to try to visit 22 institutions in fifteen working days. I think what I learned from that is to visit fewer institutions and have a clear focus, a clear purpose in making the visit, and that can be more productive than the simple parachute approach. This summer I spent several weeks in Central and South America, and made a point of not visiting so many institutions, and I came away with more insights and more opportunities for future involvement and interaction.

In closing, I would like to read the words of a former Vice-President of the Ford Foundation talking about internationalizing the curriculum. To paraphrase what he said: Until the members of higher education (we would say the members of the Commission of Professors of Adult Education) debate and clarify the issue with far greater vigor and tenacity than they have devoted to these issues to date, and until they persuade themselves and their financial sponsors or supporters that their value to their society is to expand the national consciousness--not to reinforce it--they will be subject to the endless and unpredictable ebb and flow of our own local circumstances.

Ewert: About twenty years ago, I first went to Africa in order to work at a relief and development organization run by a private, not-for-profit religious organization. For the last twenty years, I have spent about half of my time in the university environment and about half of my time working in and around Africa in this whole area of relief and development. In this period, I have had the opportunity to see famine in the Sudan and refugees in Bangladesh. I have seen feeding programs in Zaire, and I have consulted in the deserts of Pakistan and in seminars in the highlands of South America. I thought I had seen it all. I thought there was nothing that could surprise me. I was wrong.

In 1984, I had the opportunity to begin an assignment in Ethiopia, where I was working again as a consultant for a not-for-profit voluntary organization. What I saw was something I had never seen before. I had seen before in my life people who were hungry. I had seen them by the hundreds. In 1984, I saw them by the thousands. I saw them by the tens of thousands, and I watched them die. I watched teams of gravediggers, who were working as hard as they could pounding holes in the hard desert sand. I watched as the

bodies accumulated in front of the orthodox church on a little hill. They could not bury them fast enough, because people were dying from famine and other related problems.

Three things bothered me about this. First of all, it was unnecessary. A little rain at the right time would have helped, certainly. But many of the underlying problems of famine in Africa were preventable. There were some things that could have been done and could still be done. That is one of the things that bothers me.

The second thing that bothers me is that it is happening again today. This afternoon there are about five million people who are at risk in Ethiopia due to total crop failure. Famine continues in Mozambique, and it is almost as bad as it was in Ethiopia. This bothers me.

A third thing is that there are some actions that could be taken, and could be done at the policy level, if we mobilized the American people to address those problems and issues. I would like to suggest today that there are some issues that we, as adult educators, can and need to address. We have already heard Virginia talk about the whole notion of interdependence--how problems in one area of the world affect the other areas of the world. As a result of what happened on Wall Street yesterday afternoon, people in Hong Kong did not sleep very well last night. As a matter of fact, given what happened in Hong Kong, I did not sleep very well last night.

More to the point, at the height of the famine in Ethiopia back in the fall of 1984, there were people in Brussels, in London, in Amsterdam, and in Bonn who were eating strawberries--fresh strawberries. Now there is nothing unique about that, except for the fact that those strawberries came from Ethiopia and that, at the time when those airlifts were bringing in food to Ethiopia, there were Ethiopian airline cargo planes that were carrying strawberries to Europe. Now there is something wrong somewhere. Those two factors, I submit to you, are related to each other, and we need to understand in what ways and what can be done about it.

There is another issue here, and that is the need for sound fiscal policy. I am not here to talk about that. I take issue with all of those points, but the fact of the matter is that there is a lack of information that you and I need access to that the American public and the Canadian public needs to have in order to effectively address policy issues. So we can make a difference on the other side of the world

with this kind of awareness. The Reagan administration was very, very slow to respond to the issue of the famine in the Third World. In addition, the administration specifically excluded long-term development assistance in Ethiopia. This policy resulted in a strong emotional response from ordinary citizens in this country toward the administration to change its policy to some extent and enable some initiatives to be carried out that resulted in a difference in some areas. More needs to happen. The American people need to be mobilized in order to deal intelligently with these kinds of policy issues.

I suggest to you that, in all of this, there is another task, and that is the educational task, the task that can be carried out on the ground. There are several things--very simple, very specific--that can be done that will make a significant difference in the lives of people around the world. What are they?

First of all, there are some simple, curative health care practices that will revolutionize life around the world. The first one, foremost, is something called "oral rehydration" solution--a little bit of salt, a little bit of sugar, and a little bit of water, mixed together, can be the most effective treatment for diarrhea, the leading cause of death among children around the world. That is one.

Another is simple preventive health care practices, something like immunization, nutrition education, or hygiene that will revolutionize health in some areas. Or how about simply capping a stream, digging a hole, putting a piece of concrete in front of it, having a pipe in there, and suddenly you have clean water? The World Health Organization tells us that clean water, in and of itself, would probably eliminate more than 50% of the world's health problems. Again--very simple.

Finally, forests, trees, and programs of afforestation can generate slow conservation measures, perhaps even affect the rain cycle. It would make a long-term difference in some of those countries.

Now let me tell you what the implications of these are for us, as adult educators. First of all, all of these innovations that I am talking about are innovations that have at their heart an educational process. Teaching a few key people the right things at the right time can make a significant difference. The task is one of helping people to understand, helping people to mobilize and to do something about

things with their own resources in their own communities. It is possible.

My second observation is that I am talking about very small inputs, things that hardly would cost at all. Oral rehydration has been called the "miracle medicine," and mothers around the world have the ingredients for this miracle medicine right in their kitchens. They just have to know it. They have to know how to use it, where to use it, and when it is not good enough.

Another thing we need to know is that probably the most significant activity is happening in the private sector. Private voluntary agencies are those that are on the ground, implementing the programs that we are talking about. These non-governmental agencies have the delivery system. They have the infra-structure. The lack, in many cases, is the technical skills they need to carry it out. What I am suggesting is that there are educational solutions to the most basic problems of humankind.

That brings me to my proposal, which is a very simple one. My proposal is that the universities in this country and Canada, as part of their service involvement in the world, work with voluntary agencies and provide the technical skills and the expertise that it takes to address this particular problem. We are all certain that we have responsibilities to teach and that we have responsibilities to research and to write. My suggestion is that we take more seriously that part of our mandate that is to provide service and to offer services to those people who are doing something, to those people who are making things happen. I submit to you that those are private, voluntary agencies and that there is a potential for liaison here. There is a potential relationship that would help to meet the needs of both. It would, not coincidentally, also help to generate in our students a more international and more informed perspective. It would give us the opportunity to have our own national constituencies--the U.S. people and the Canadians as well--to understand the problems and the opportunities that would make a difference in the world. It is also in our own best interests to internationalize our field, our teaching. I suggest that it would help to refine our models and theories. Part of what we are talking about is principles of adult education. They are not generic, universal principles. These are principles that grew out of white, Anglo-Saxon, North America, and are not at all necessarily true of learning around the world. We need to find out, and I think this process would help us to learn some of those things. It would make our writing, I submit to you, more significant. I think that we need to

come to grips with meeting basic human needs, instead of endlessly debating whether or not we are a discipline. I suggest that, if we get involved in this particular process, our writing will have an impact on policy and will help change the directions and agendas of many different nations. What I am suggesting is that we worry less about whether these principles are theories, models, or paradigms, and worry a little more about what really makes a difference in the lives of people. I think that, as long as we continue to major in minor events, minor issues, we are going to continue to be a marginal discipline. What I suggest is that we address society and humankind's major issues if people are going to take us more seriously as a profession.

At the height of the famine, I had just returned from Ethiopia and I had my international staff in my office as the Regional Director of this organization. We sat around drinking tea and we heard a report from Uganda about the situation there. We heard a college professor from the Sudan explaining what was happening with the refugees from Chad and other areas, and I filled my staff in on what we had just experienced in our training seminars throughout Ethiopia. Then, suddenly, my secretary walked in and put a whole stack of journals on my desk. I looked at it and said, "That is two years' work of quarterly journals and lifelong learning." One of my colleagues turned to me and said, "Merrill, what is happening in American adult education?" I said, "Well, one and the same thing." So I passed out the journals and we sat and started paging through them. One of my colleagues looked at a journal and started laughing. Then she turned to me and said, "Merrill, is that all you Americans have to worry about? Is this all that matters to you? Don't you guys know what is going on?" Perhaps she was unduly harsh. Given what she had been seeing, I understand that, but I also think it is a challenge to us. Let me restate my proposal. Let us seize on service as the opportunity to make these international connections. Let us use our tools. Let us look at our models. Let us work with our colleagues. Let us learn from their experience. Let us continue teaching. Let us continue doing research. Let us continue writing. But let us address issues that really matter, issues that make a difference, issues in which it is worth investing our lives. That is my proposal.

Rubenson: I represent the Research Task Force, who are really working in an academic tradition. I presume that they wanted me to say some nasty things about North American research, and I do not think that is what I will do. But I will approach it from some other point of view, because, on one hand, to say that internationalization of research and theory is something you have to make a case for.

That is, of course, ridiculous, because it is always there. But I will make a case for critically examining what is taking place, what is happening just now, and what could be happening, and I will look at it from a North American perspective.

One thing mentioned yesterday was the debate going on in England in the late 1930's, when Karl Mannheim, the man around the sociology of knowledge, provided quite insightful articles on what an adult education program should look at. He published in journals available in North America. That is just one thing, not too important, rather a long time ago. But let us look at the kind of knowledge production occurring here. If we look at the four handbook series, it will show an index of references, but one is struck by the lack of references to materials outside of North America. At a time when we see an increasing internationalization, there is a need to develop a handbook of this kind by the Commission of Professors. I think that when we say that we embrace this kind of internationalization, we have to ask ourselves, "Are we also doing it at the same time?" That is the question I leave for the discussion. But I think there are still problems if we look at just adult education research and borders, and we could find the same things in other countries; although, if we look at the German handbook, we can see original contributions from people in other countries. So it may be a North American phenomenon.

My first question is, then, that we should be seriously questioning if we in our practice are really living up to the idea of taking away the borders. That is my first question. And the stand you take on it will, of course, depend on what you think about the other question.

The other question is "Why is internationalization crucial?" There are three reasons I want to go a little deeper into. The first one has evaluation and understanding, the knowledge production in one's own context--that is to say, in the North American context. I would provide a little understanding of my own. The other is, of course, clearly, the transfer of ideas, the way that theories are developed in other areas are used. The third one is comparative research. But I think, at this time, the most interesting point to discuss is really how to understand what is going on in our own context. I will provide one interpretation of how one can investigate that.

If we look at this thing here, it says something about certain socio-economic and cultural traditions in a society. I would make the

claim that these kinds of factors perpetuate and govern how we regard the role of professionalization, the role of policy, and the role of a discipline. They make different interpretations, depending on this kind of framing situation, and that will define how we perceive the role of research, choice of problems, and theory development.

If you will allow me to do this to North American or US universities, it would be very interesting. We know, for example, that US land grant universities, long before Hamburg University tradition or other universities of Europe, saw the necessity of providing people with the kind of skills and abilities to go and do certain things. That is one kind of tradition we can look at. The other kind of tradition that we have in NA universities, for good or bad, is known as the division of labor. There are small departments clearly recognized by being called "higher education," "adult education," and "educational sociology." In some other countries, we have at least whole departments of educational research and some can see departments of social sciences. Take Finland as a starting-point. I would choose the American ones on one hand and the Finnish on the other. We have numerous strong feelings of professionalization. It is really a question of providing a profession with certain kind of knowledge and training people, and this is not a value judgement. It is just a question of understanding where it is coming from. We could make the point that, at one time, starting with the Columbia program, there was some development in certain disciplines that would have justified this development from a discipline point of view but, historically, it created professionalization. In Finland, graduate study occurred in the 1940's with the creation of a Chair at the University of Tampere. The Chair created an adult education program with its root in philosophy, not in the educational sciences. This is a country that has a strong academic tradition, one of really catering to training the academic elite for the future. Let me now introduce a third part of the world: Sweden and the Scandinavian countries. We have in Sweden a very strong policy orientation. Adult education is the mechanism by which society is going to be changed, and it is society that makes policy. The great difference between North America and especially some of the Scandinavian welfare states is the notion of policy. We can see policy. It has happened because the role of research is looked upon differently. I would say that one could even argue that not very much research is happening in North America, meaning large-scale studies with the notion of developing discipline knowledge. What we have is a large amount of research of some kind linked to the question of practice. Not using any writing or thinking of my own, I will make an

interpretation from Alan Knox's article in the International Encyclopedia that presented the North American scene.

According to Knox, if one interpreted the thing that North America is losing out on--that is to say, one is threatened because one does not produce enough academic research, and so the standing within the university is threatened. On the other hand, according to Knox, obviously the field feels that research is not practical enough. I would argue that we can understand that, looking a little bit from where one is coming from, because it is an academic tradition that a department has to define its own knowledge to survive. Here, one has this kind of professionalization route and does not have the tradition of very strong discipline research. I think this has led to the definition of what choice of problems one has taken, and also theory development. I mean that this perpetuated a type of socio-economic cultural tradition. To take two examples, we had a very interesting thing on self-directed learning. Allen Tough's research is no doubt a major contribution, because it forces us to think in various ways. But the natural continuation of Tough's research is this: If it had been put into another socio- economic cultural tradition, it would have been asked, "So what?" What does this mean in regard to the individuals command of his or her situation? If it means that the need is present for people to engage to in self-directed learning, why does society not change? But that is not the question that has been asked. The questions that are asked, instead, are, How can we change the delivery system? How can we make use of this knowledge, help people and their libraries?

In Sweden we now have research on self-directed learning and the results are totally different, and we would never ask the very good question about how delivery systems should be done. But that is a big structure and we do not want to touch it. In fact, you could be chopped to pieces if you suggested Tough's results in Sweden, for that takes away from the organization. The thing we do is to help our students understand the parameters under which we work. As for the theory-building, theory by nature must be international, and the question we have to ask is the way we create the theory that is not context or culturally bound. I want to say that we can learn a lot about how certain theories have been developed and also understand how they have been developed in a certain context. Dewey's theories are at a level that is international. One thing in Sweden is that we must strive to work hard to develop our scholarly journals to be truly international. We have to see that we get comments on them from various points. I think, for example, that a smaller country often

invites other parts of the world to make some kind of interpretation of their research. I would think that it would be worthwhile for the Commission of Professors to invite three or four people from different research cultures, give them a set of studies, and ask to tell what they really think about the standard way of conceptualization. The second thing is that the next handbook, the 1997 one, should not be too large and should contain contributions from people all around the world. By looking from this kind of perspective, you might also get into the important points that I talked about before.

Korhonen: I have an interesting problem in that I am going to try to give you what our purpose was. The purpose was this: To assist and encourage professors of adult education to think, feel, be, and act more internationally in their research, teaching, and practice. My particular charge was to draw from the task force. I represent self-directed learning. Some of you are rapidly becoming experts in international education. I value that highly. But remember that, due to the nature of international education, this kind of facilitation demands that leadership move and change, and that value be placed on the fact that people have something to contribute. The greatest role of leadership is involvement with others in what we do. If we are to facilitate this kind of leadership, I think it demands a kind of self-directed learning among ourselves. The ability to help, no matter what the level of understanding or expertise, is to be able to reach out, for David to be able to reach out and help me understand a Canadian cultural perspective that might be different. I am from northern Minnesota, and I am not sure what I understand. Facilitation aims to foster in an adult the spirit of critical reflection. We had a piece of critical reflection this morning, a good dose of critical reflection. Through educational encounters, we have a tendency to come to evaluate values, beliefs, behaviors, and ideologies, and to understand the cultural transmission of those. When divergent ideas come out that have a tendency to insult our social understanding, we have a tendency not to pay attention to them; or, if we do, to give them a very passing understanding.

If we are to foster participation, it demands that we encourage broader social, philosophical, and political interaction. I threw the last one in with great deliberation--political interaction. The culturally confusing ideas must be explored and valued. Our own professional situation is based on these cultural behaviors. If we are to take an international view, we must provide a stage for those culturally diverse political, personal, and institutional beliefs. If we are to borrow from other cultures, for example, what is the Scandinavian

view, and what is the North American view, and what is the interaction between them?

The aim of facilitation is the nurturing of self-directed adults. As I look at all of you, I would be hard-pressed not to identify you as self-directed learners. I to not know any of you who pursue your studies without it. You use your students, you use your institutions, you use your travel money, you use your library, you use your computer, you use social institutions, and you use private institutions. You all choose a whole variety of modes for that. In other words, you are the best example I have of self-directed learning. If you cannot turn that energy out of your own value in international education, if you cannot turn that around, you are not the best purveyors of that. If you choose to do that, you will end up with a whole variety of marvelous international experiences for all of you.

Your success in achieving international understanding was made very clear. It was made clear in research, teaching, and service. That is very clear. I do not see how we will not be able to measure it. We will be able to see what you write. We will be able to analyze what you are thinking and what you write. We will be able to hear you and know what you do. We will see your students, and see what they believe. We will see the kind of people you invite, the kinds of places to which you are invited, and the kind of exploration that you do. I think it is going to be very clear whether we have directed ourselves in such a way to think, feel, and act internationally.

As a final thought, when we were asked to do this, we were given a statement, and the statement was this: You do not have to travel abroad to be internationally sensitive and oriented. Since I cannot answer that statement, I will reverse it as a question: Do we have to travel abroad to be internationally sensitive and oriented? I guess that if I were going to stay true to a paradigm of self-directed learning, I would say "probably not." But if I had a choice, I would want to travel.

INSTRUCTIONAL IMPROVEMENT TASK FORCE

TOPIC: Ethical Issues in Adult Education Graduate Programs

Moderator: Jovita Ross, Pennsylvania State University

Presenters: Ralph Brockett, Montana State University
Rosemary Caffarella, Virginia Commonwealth University
Sharan Merriam, University of Georgia
Thomas Sork, University of British Columbia

Introduction

The Task Force on Instructional Improvement held a brief business meeting to discuss progress on the current project of the task force. Syllabi are being collected for foundations courses, the program planning courses, and the adult learning and development courses taught within our graduate programs. An analytic report will be compiled, summarizing the objectives, content, readings, and methods typically utilized in these courses. These reports will be made available to a centralized source, such as the ERIC Clearinghouse, so that instructors teaching a course for the first time, or hoping to update a continuing offering, can make use of them as reference materials.

The task force members present responded favorably to the idea of offering a session during which several professors whose syllabi reflected particularly innovative approaches to these three areas would be available to discuss their courses.

During phase two of this project, syllabi from the administration, and historical and philosophical foundations courses will be reviewed, creating a complete file of all the basic courses listed in the Standards for Adult Education Graduate Programs.

Ethics Begin at Home -- A Panel Discussion on Ethical Issues in Our Own Adult Education Graduate Programs

The following brief summaries reflect the key points raised for thought and discussion at a session sponsored by the Task Force on

Instructional Improvement. The session was moderated by Jovita Ross of Pennsylvania State University. Panelists Thomas Sork, Rosemary Caffarella, Ralph Brockett, and Sharan Merriam focused, respectively, on admissions and advising issues, instructional issues, raising the awareness of ethics through our curriculum, and issues related to publication with students.

Ethical Issues Related to Admissions and Advising in Adult Education Graduate Programs

Thomas Sork

The question of how to treat graduate students ethically becomes relevant before they even enter our graduate programs. A number of aspects of the pre-admission phase are open to unethical practices. First of all, we have an obligation to ensure that we provide printed information that completely and accurately describes our graduate programs and requirements associated with degree completion. Once an application is in process, consideration of the individual warrants that we keep applicants informed of the status of their applications, and make decisions in a timely fashion. In some cases, different criteria may be applied for some applicants; such exceptions involve obvious ethical questions with no easy answers. While making inquiries regarding an applicant, whether within our own institutions or in contacts with referees, it is important to maintain appropriate confidentiality at all times. Opportunities for indiscretion often arise during intra- university contacts, as when a student is transferring from another department or has been rejected for admission previously by another department. Finally, access to financial aid may not be a problem with which we directly concern ourselves; yet criteria that are applied may unduly affect some of our students. For example, women students may have to report total family income for aid consideration, even when those funds are not available to support their educational pursuits.

A number of other issues relate to student advising. A major consideration is the degree of autonomy granted to graduate students in constructing a program of studies. This includes questions about selection of courses and determination of workload. While personal considerations may have a bearing on student rate of progress and success, we face dilemmas when we suspect or know that personal circumstances are creating situational barriers. We must decide whether to invite the student to share pertinent personal information,

whether to wait for it to be revealed, or whether to discourage personal revelations even when offered. Referrals for counseling may be appropriate, but advising also involves a counseling component that may make it difficult to completely separate the academic from the personal. Confidentiality is of the utmost importantance when a student does choose to share.

As advisors and faculty members, we have an obligation to provide sound, consistent, and reliable advice to students. Changes in policy always occur, some of which we may not become immediately aware of. We are responsible for making an effort to remain up to date on critical policies and passing that information on to students. While bureaucracies may require inordinate amounts of paperwork, it is also our responsibility to process required paperwork in a timely fashion for the benefit of advisees.

A certain amount of power accompanies our roles as teachers and advisors, and it is our ethical obligation to use that power sparingly and wisely. Do we try, for instance, to create exclusive relationships that maintain our power over "our" students, consequently isolating them from valuable interchanges with our faculty? The mentoring role requires support of the student in pursuing his or her goals, not power over the student in creating a likeness of ourselves.

Finally, one of the most difficult ethical decisions to make may be the decision whether to counsel someone out of the graduate program. The decision should be made at a strategic point, thus avoiding cases of non-defensible dissertations.

Ethical Issues in Graduate Education in Adult Education
Focus: Teaching in Graduate Education

Rosemary Caffarella

Addressed in this part of the session were ethical issues related to teaching in graduate programs of adult education. Four different categories of values held about teaching by faculty set the framework for the discussion. These categories were as follows:

1. The concerned--committed to teaching as one of the primary focuses of their work;

2. The indifferent--teaching is a professional responsibility and therefore, must be done as part of the job of being a professor;

3. The manipulative--values teaching for the indirect benefits received; and

4. The hostile--does not value teaching (Dill, 1982).

Three major issues that influence how faculty members shape their values were then discussed and related to examples from each of the four categories outlined above. The first issue focused on the personal belief systems that professors hold about the nature of the learner in terms of the learner's abilities, roles, gender, and ethnic origin. The multiple responsibilities of teaching, research, and service that most professors hold and how professors choose to play out each of these responsibilities was the second issue addressed. And third, the issue of how professors practice their craft as teachers was discussed, with emphasis given to the teaching process itself and the ethical questions that arise as part of that process, such as in the evaluating and grading of students.

Two ways were then described as to how professors can model ethical behavior in their own teaching, which may be easier said than done. These are as follows: 1) Integrate questioning and reflecting as part of normal classroom procedures, and 2) Include in all courses at least one unit on ethics as they relate to the specific practice area in each course.

In conclusion, it was stressed that professors of adult education should be willing to discuss openly the ethical issues related to teaching in graduate programs and not hide behind the cloak of academic freedom.

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Creating Awareness of Ethical Issues Within Adult Education Graduate Programs

Ralph G. Brockett

While ethics is clearly an important topic for discussion within the field of adult education, it is probably an area that is often overlooked in most graduate programs. The question that serves as the focus for this discussion is "How can we create a greater awareness of ethics in our graduate programs?" In my view, this can be achieved through both teaching and research/writing.

Those who wish to build the topic of ethics into courses they teach face a major barrier in terms of access to resources available on the topic. This became very clear to me when I wanted to include a session on ethics in a program planning course several years ago. Since then, one key article (Singarella & Sork, 1983) has been published. In addition, a forthcoming book (Brockett, in press), containing contributions from 13 different authors, grew largely out of a desire to stimulate greater awareness of the topic. This book includes a model that may be useful in distinguishing between several dimensions that contribute to ethical practice.

How might ethics be incorporated into the graduate curriculum? In my view, ethics is a relevant topic in several courses, including program planning, adult education methods, current issues,and foundations courses. It may also prove worthwhile to consider offering entire courses or seminars on ethical issues in adult education. What is important to stress here is that ethics needs to be a central topic in the study of adult education, rather than a peripheral concern.

A second way of creating greater awareness of ethics involves looking at the topic as a potential research area, both for faculty and students. With one exception (Clement, Pinto, & Walker, 1978), there appears to be no empirical information on ethics in adult education practice. I believe that there is much potential in opening ethics as an area of research.

In building a research agenda relative to adult education ethics, at least three major approaches may be of value. Philosophical designs could focus on meta-ethical questions such as the meaning of good and bad as they relate to the education of adults. Naturalistic designs could involve going into the field to gain insights from adult educators

related to what they believe to be ethical or unethical practices. Finally, rationalistic designs could focus on the measurement of constructs related to ethical practice.

Ethics has traditionally been relegated to a secondary role in the adult education field. Those of use who teach in graduate programs of adult education are in a unique position to create a greater awareness of ethical issues and to move discussion of these issues to the forefront of the field.

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The Ethics of Research and Publications with Students

Sharan B. Merriam

As in all questions of ethics, there are few guidelines and little consensus as to what is ethical practice when it comes to determining authorship with graduate students. This is a particularly sensitive issue because of (1) the unequal distribution of power in faculty-student relationships, and (2) the inexperience of the typical graduate student in research and publication activities.

There is a wide range of choice in determining authorship from being first author, to joint author with some convention used to determine order of names, to footnotes acknowledging assistance, to unpublished expression of gratitude. The American Psychological Association (APA) has designated author as one who has made a

major contribution of a professional character. Two criteria can be used to determine whether a major professional contribution has been made: (1) Did the person assist in conceptualizing and designing the study? (2) Did the person write the first draft of the article or report? APA has also published a statement on authorship of research papers which contains the following guidelines:

Only SECOND authorship is acceptable for the dissertation director.

Second authorship may be considered obligatory if the supervisor designates the primary variables or makes major interpretive contributions or provides the data base.

Second authorship is a courtesy if the supervisor designates the general area of concern or is substantially involved in the development of the design and measurement procedures, or substantially contributes to the write-up of the report.

Second authorship is not acceptable if the supervisor only provides encouragement, physical facilities, financial support, critiques, or editorial contributions.

In all instances, agreement should be reviewed before the writing for publication is undertaken and the time of the submission. If disagreements arise, they should be resolved by a third party, using these guidelines.

An informal telephone survey of some professors of adult education revealed a wide range of practice with regard to publishing with students. Several said they would never be first author on a dissertation-based publication, but would be second author if a "super" amount of work had gone into the study and subsequent publication. Another said that he would be first author if the student were not capable or willing to write the article. One said he would be first author if he helped write the article from the dissertation. With regard to non-dissertation research, the suggestion was made that two articles should be written with student first author on one of them.

FACULTY DEVELOPMENT TASK FORCE

Chair: Rosemary Caffarella, Virginia Commonwealth University

Vice-Chair: Diane Briscoe, University of South Florida

Presenters: Robert Armour, Barbara Fuhrmann, Jon Wergin, Virginia Commonwealth University

A new task force focused on faculty development was established at the 1987 Commission of Professors of Adult Education meeting. The rationale and objectives of that task force are as follows:

Rationale

The concept of faculty development at institutions of higher education has most often been associated with helping faculty members become better teachers. In recent years, the objectives of these programs have shifted somewhat to include assisting faculty with their research efforts, and in some instances helping faculty make major career shifts both in and outside of higher education.

Faculty development has historically been conceived of as an institutional issue. This has meant that the focus of both research and practice in faculty development has primarily been on institutional outcomes (e.g., how to enhance faculty productivity). A more recent line of thinking has been to view faculty development from the perspective of the individual faculty member in terms of both career advancement and enhancement. In addition, as the average age of faculty continues to rise, special attention is also being given to issues faced by mid-career and senior faculty that are somewhat different from those of their younger counterparts.

The issue of faculty development has been explored primarily by faculty with backgrounds in higher education and administrators who work within faculty development programs. What appears to be lacking in much of this work is an understanding of how the concepts and theories related to adult learning and development impact on both the planning and implementation of faculty development programs. Professors of adult education have the potential for integrating into this present work on faculty development these very important areas

of knowledge, in addition to what we know about the topic of continuing education for the professions. Thus, this petition for a Task Force on Faculty Development is placed with the Executive Committee of the Commission of Professors of Adult Education on behalf of the Professors who have signed it.

Suggested Objectives

1. Assist in identifying the general areas of research and practice related to faculty development, in which adult educators can make major contributions based on their own academic background and experience.

2. Promote investigations into faculty development and help to coordinate and integrate the research findings upon which theory development can be based.

3. Explore the question of what characterizes exemplary faculty development programs at various types of institutions of higher education.

4. Assist in developing alternative ways that members of the Commission of Professors of Adult Education (CPAE) can explore their own career development issues.

Faculty Development for Mid-Career and Senior Faculty--A Summary

Rosemary S. Caffarella
Robert A. Armour
Barbara S. Fuhrmann
Jon F. Wergin
Virginia Commonwealth University

The purpose of this session was to present the findings and issues raised by a study on faculty development as related to mid- career and senior faculty. Why this sudden interest in the renewal of senior faculty? From an institutional perspective three major factors have emerged: 1) The faculty are growing older and thus more are settling into secure positions, 2) The institutions have changed their expectations for faculty, and 3) Concerns above faculty vitality and productivity are growing. Coupled with the institutional issues are

those raised by individual faculty. Faculty are concerned about their own career growth and development and many are raising the question: "Where can I go from here?" In addition, the personal issues of mid-life become interwoven with those raised about one's career. Major themes identified in the adult development literature include questioning the worth and value of one's life work, the need to leave a legacy for future generations, and coming to grips with the fact that death is just as real as life.

To investigate further the work and lives of senior faculty, an exploratory study was conducted with all of the senior faculty in the humanities at Virginia Commonwealth University. In-depth interviews were conducted that focused on their perceptions of how their careers as faculty members had developed, their present positions, and future aspirations and needs. Major themes emerged as follows: monotony, lack of advancement, lack of conviction, lack of community, changing mission, lack of leadership, and a stultifying reward structure.

Based on a review of the findings, the following conclusions were made about the state of faculty attitudes and job performance of the respondents in this study.

1. Faculty must define "vitality" individually, and the redefinition must continue throughout each individual's career;

2. Most faculty who attain full professor are doing a decent job and continue to work hard, despite low institutional rewards. We found no examples of burned-out faculty in our sample, although we did find several who are dissatisfied and cynical about their careers or the institution; they nevertheless remain vigorous teachers or scholars, sometimes both;

3. Successful faculty discover (create?) niches for themselves, which they convince the university are important to the fulfillment of the university's mission;

4. Institutions best serve good faculty by providing strong, involved leadership; by providing support, which includes encouragement and recognition; and by liberating faculty from bureaucratic entanglements and barriers.

The discovery of the concept of the "niche" was the most positive result of the research. All of the people interviewed had, on reaching senior rank, decided for themselves on the activities to which

they most wished to devote time and energy. These activities are not necessarily those for which the faculty member was hired or those normally accepted as standard academic pursuits.

In conclusion, one sign of a good college or university is its ability to recognize the importance of allowing its top faculty to grow, to experiment, even to fail (momentarily), to change. The institution must be flexible enough to give the best professors room enough to discover their own niches.

SELF-DIRECTED LEARNING TASK FORCE

Moderator: Burton Sisco, University of Wyoming

Presenters: Ralph Brockett, Montana State University
Huey Long, University of Oklahoma
Michael Moore, Pennsylvania State University

Considerations for a Future Research Agenda in Self-Directed Learning

Ralph G. Brockett
Montana State University

Since the publication of Tough's (1979) original study of adults' learning projects in the early 1970s, self-directed learning has emerged as one of the major research directions in adult education. In fact, Beder (1985) stated that, along with research on participation, self-directed learning is one of two areas within the field that has been studied extensively. As we look to the future of research in adult education, it would seem logical that, in addition to exploring new areas of inquiry, it will be fruitful to expand on work being done at present in key research areas. In thinking about a future research agenda for self-directed adult learning, I would like to share four considerations.

First, I believe that a future research agenda should encourage what I refer to as "methodological diversity." To date, research on self-directed learning has followed three major streams: descriptive

studies employing the learning projects methodology, rationalistic designs using quantitative measures of self-directedness, and naturalistic designs involving the use of qualitative data. Each of these streams has made a valuable contribution to the existing knowledge base on self-directed learning. I would encourage future research that continues to approach the topic from a wide range of designs and to begin to explore questions involving the use of historical and philosophical designs as well.

Second, a longitudinal approach to self-directed learning research could serve as a way of understanding self-direction throughout the lifespan. While longitudinal research is quite costly in terms of time, money, and the need to make a long-term commitment, careful planning could allow researchers to reap immediate benefits from collected data while also setting the stage for future work with the same samples.

Third, as new measures of self-direction become available, and as the need to understand self-directed learning in a cross-cultural context increases, replication of previous studies could prove a useful direction for future work. While some would view replication as being inconsistent with a vision of the future, I believe it can be valuable because it helps us build and improve on the knowledge base.

Finally, I would like to suggest that research on self-directed learning, regardless of the methodology employed, is a humanistic endeavor. Polkinghorne (1982) argued that research is humanistic to the extent that it addresses values consistent with humanistic thought. This idea, which has been discussed in greater detail elsewhere (Brockett, 1987), could prove valuable because it provides support for linking research on self-directed learning to a theoretical base.

In closing, I believe we are at an important crossroads relative to research on self-directed learning. Self-directed learning is much more than a fad; it is an idea that lies at the heart of adult education practice. Regardless of whether the term "self-directed learning" survives into the next century, the idea of studying the phenomenon will remain vital to those of us concerned with the adult learner.

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Self-Directed Learning Theory: A Summary

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The primary objective of this paper is to set forth a concept of what is distinctive about self-directed learning (SDL) and to suggest useful applications of learning theory to the study of SDL. First, Knowles' (1975) definition of self-directed learning is briefly discussed. Second, Brookfield's (1985) criticism of the assumption that individual control over learning is the distinctive characteristic of SDL is examined. Third, my definition of SDL is set forth. Fourth, a brief analysis of the term SDL and implications for conceptualization are provided. Fifth, based on the analysis, a short discussion of learning theory is followed by a summation that concludes the paper.

Knowles' Definition

Knowles' definition of SDL is cited rather than other definitions because he is perceived to be the one person most responsible for the popular use of the term in adult education literature. It is noteworthy to observe that Knowles commented upon his definition to observe that other labels are also used to describe the process. Knowles' (1984) most recent position describes teacher-directed learning and self-directed learning as existing on a continuum. Knowles' definition and position become important when we consider Brookfield's (1985) criticism of the concept.

Brookfield's Criticism

Basically, it seems as if one of Brookfield's (1985) purposes is to challenge the assumption that "...individual control over learning is...the distinctive characteristic of self-directed learning" (p. 7). Four objections to the assumption are presented. A careful review of Brookfield's four arguments reveals that he did not directly challenge the assumption that "individual control over learning is...the distinctive characteristic of self-directed learning" (Brookfield, 1985, p. 7).

My Definition of Self-Directed Learning

We should speak of degrees of self-direction rather than limiting out concept to an all-or-nothing position. Various degrees of self-direction are likely to be found in all kinds of teaching- learning activities. Therefore, I define SDL as a purposive mental process, usually accompanied and supported by behavioral activities involved in the identification and searching out of information. This definition does depend on individual control, as reflected in the phrase "purposive mental activity...;" yet it is not dependent upon the pedagogical, physical, or social independence or isolation of the learner. It is not greatly different, in its emphasis upon personal motivation, from Alexander and Hines' (1966) idea of independent study, which is considered to be a learning activity largely motivated by the learner's own aims to learn and is largely rewarded in terms of its intrinsic values (p. 67). What is important in these ideas is the person of the learner, often discussed as the self.

Self-Directed Learning and Its Conceptualization

Three interacting concepts underlie SDL. They are, in their appropriate order: (1) self, (2) directed, and (3) learning. Substituting other words should change the meaning of the term. Consider a minor change in the words and the substitute teacher for self. This change yields the phrase "teacher-directed learning." When we contrast the two phrases it is obvious that the noun teacher or self is the critical word in the term.

The emphasis upon self in the term is to distinguish between the psychological and pedagogical concepts of the phrase. Brookfield's (1987) assessment of Knowles' description of self- directed learning is at least partially accurate. Knowles' (1975) description of self-directed learning does seem to emphasize the pedagogical element at the expense of the psychological element. Yet, in his book on the self-directed learner, Knowles (1975) suggested the importance of self-concept in self-directed learning. It is unfortunate that the significance of self was not developed at that time.

We must consider the implications of psychological direction versus pedagogical direction. Both psychologically and pedagogically, self-direction is significantly different from teacher-direction. Perhaps the best terms that we have to note the difference are the words "intrinsic" and "extrinsic." If we used the label "intrinsic direction" or "intrinsically-directed learning," we may begin to sense the different between self-directed learning and teacher-directed learning. Both the psychological and pedagogical aspects of learning are influenced by the nature of the directing, guiding, or managing forces that can be intrinsically (self) based or extrinsically (teacher) based. To better conceptualize SDL we need to more fully comprehend direction as a controlling process, and the source and kind of controlling direction. The source of control could conceivably be (a) the content or material under study, (b) self, or (c) other, and the kind of control could be (a) pedagogical or (b) psychological.

Learning Theory

If our interest, then, is in self-directed learning, we need to focus upon learning theory that also emphasizes the self in learning. It is assumed that such a theoretical emphasis will also enlighten us about the psychological and pedagogical aspects of learning directed by the self.

Theories of learning that may prove to be useful in the study of SDL include several meta-learning theories. Some of them include the work of Dansereau (1985), Dewey (1983), Flavell (1979, 1981), and the extensive work of Robert Gagne, for example. Other theoretical work that lies outside the scope of traditional learning theory is found in the extensive body of self- theory. This work approaches the concept of self from the diverse views of several disciplines, including philosophy, psychology, and sociology.

Conclusions

Self-theory as devised and promoted by philosophers, psychologists, and sociologists, along with theories of meta-cognition, may be applied fruitfully in the study of SDL. It is suggested that the above theoretical framework may be useful in developing an improved understanding of the interaction among the self, pedagogical control, and psychological control.

We are becoming increasingly sensitized to these possibilities as a result of research into learning styles, personality, and meta-learning. Adult educators have traditionally accepted the premise that adult learners have psychological as well as other means of expediting or inhibiting learning. Our curiosity about questions related to locus of control and field independence/dependence theory reflects this interest. It is but a short step to recognizing that the learning process is affected by psychological elements, as well as pedagogical procedures, and that the interactive aspects of the psychological-pedagogical elements should be the focus of our study on SDL. In essence, "self" is the operative word in SDL.

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Notes on Technology and Distance Education in the Context of Self-Directed Learning

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A great deal of spontaneous learning takes place through every day interactions with other people in face-to-face encounters. Much learning also occurs through interaction with the ideas and influence of others through communications technology, especially audio and visual recordings, telecommunications, and through personal computers. However, in the same way that educators do not study all interpersonal interactions, neither do we study all communications through technology. As educators, our interest is only in those communications that are structured and designed with a primary purpose of facilitating learning. It is true that we learn, in the psychologist's use of that term, from casual or accidental interactions with communications media just as we learn from all other stimuli; but, as educators, we are concerned only with learning that is intentional. In Tough's words, "There are lots of activities that lead to learning, but if that is not the person's primary intention, we do not include it in our definition of a learning project." (Tough, 1971). That is not to say that we are only interested in formal academic learning.

In distance education, we are concerned with all deliberate, planned learning where there is a separation of the learner in space and/or time from the source of instruction, so that communication is by such media as print, broadcast, radio and television, audio and video recording, computers, and telecommunications. While communication by print is the oldest and most universal form of distance education, especially in the form of correspondence instruction, recent developments have been stimulated by widening accessibility of new electronic communications media. What new technology does simply is to extend, speedup or amplify the basic elements of distance education in print. Teleconferences make teachers available from any part of the world--as does correspondence--but provides immediate, not delayed interaction with their learners. Video, as contrasted to audio teleconferencing, means that we see as well as hear the instructor. Television and radio, audio and video tapes all provide rich sensory images and deliver certain pieces of information more powerfully than print. Personal computers

allow real time interactions, as well as learner controlled storage and retrieval of data.

Like other forms of education, distance education is a two- sided relationship. It is a transaction between learners and educator. Just as learning that we study is intentioned, so, too, is the behavior of educators. The intentions of educators include: deciding what people might want to learn or what society or an organization wants them to learn; organizing practice; bringing to the learner to certain experiences; giving support, guidance, and motivation; arranging for feedback; and evaluation. All this is deliberately planned and presented. Even in self-directed education, someone must play the educator role. Someone provides information, shows how, and perhaps helps with planning. However, in self-directed learning, control of these processes of planning, implementing, and evaluating learning lies with the learner, not, as usual, in compulsory education with a teacher. Although educators plan and prepare materials, it is the learner who makes decisions about what will be learned, when, where, in what ways, and to what extent. Because educators plan and prepare does not mean that learners will use their programs. Except in prisons, the military, public schools, and universities, a voluntary transaction is entered into by the learner to engage with the teacher. The learner might employ the services of professional or amateur helpers, directly on a face-to-face basis, which is the idea behind Tough's and other people's research. But many learners, and much more widely than Tough recognized, can and do transact with educators through communications technologies, either through print or electronic media. At some time, most self-directed learners turn to these teaching programs delivered through communications, materials, and devices. As long as they retain control of educational decision-making, they are both self-directed and distance learners.

For example, a stamp collector signs up for Penn State's Independent Study Division courses in philately, and an amateur dramatics enthusiast takes the course in community theater. (Incidentally, half of Penn State's fourteen thousand independent study enrollments are non-credit.) A church organist in rural Wisconsin learns from eminent musicians on the University of Wisconsin's Educational Telephone network. She goes to the local courthouse; the expert is in New York. In Arizona, a worker sits in on a college-level economics lecture transmitted by Instructional Television Fixed Service to the factory by the state university, and an engineer decides to hear a National Technological University presentation carried across the nation by satellite. A school teacher

joins a community college group to discuss a PBS series, "The story of English." Across the country, millions of decisions are taken to pursue such learning projects through distance media. Thousands of such programs and courses are prepared by such organizations as the universities, the private correspondence schools, the Armed Forces, and the corporations. Some enrollment, study, and completion are, of course, compulsory; but a great deal of this learning at a distance appears to be self-directed and self-motivated, with the educational decisions controlled by the learner.

Distance education has certain characteristics that make it especially suited to the self-directed learner. First, most forms of distance education are easily accessible. Especially through correspondence and broadcasting, expert resources are made available without regard to the learner's geographic location, physical fitness or infirmity, domestic status, workplace, and worktimes. Distance education makes expert resources available to sufferers of that common disease, "schoolophobia," fear of teachers. Second, distance education is more controllable than conventional educational resources. Some programs have no pacing mechanisms, but, even in those that do, there is considerable freedom for learners to organize their study time and the location for their study. More importantly, because it has been prepared in anticipation of learning, the distance learning program has a structure, a design, a plan, an openly stated goal and format that are all open for the learner's examination, manipulation, and reorganization. Pieces can be dropped, added, moved around, and so on. Third, the distance of space and time between expert resource and learner relieves the self-directed learner of the emotional pressures that, in many face-to-face situations, may lead to intellectual surrender to the expert, and may lead to surrender of control of the learning process, or, at best, lead to embarrassing confrontation. Distance has a protecting effect on the self-concept of the self-directing learner. Fourth, distance education can provide higher quality informative material than most other forms of non-traditional help, or even formal educator help. Distance methods bring the nation's and the world's resources by print, tape, and telecommunications, and the best of program designs integrates these resources to make knowledge of the highest quality available to everybody. Distance education is, therefore, an extremely democratic form of education.

Some years ago, I wrote a paper in which I compared the relationship between the self-directed learner and the newly evolving field of distance education to that of the child in the progressive

elementary school. (Moore, 1983) The progressive school teacher, I said, tried to provide a rich supply of materials such as sand and water, clay and wood, crayons and paste, scissors, and other items that the child was then expected to explore, depending on personality differences, and what was important for him or her at a particular time in growth. The progressive approach gave opportunity for learning by experience, and for exercising choice and responsibility in making educational decisions. In higher education, new kinds of educational institutions were developing that were as different from the cloisters of the traditional campus as the progressive from the traditional classroom. In contrast to the old university, where teachers tried to transmit knowledge to learners in an environment sheltered from the outside world, this new kind of institution was not a place that people traveled to, but a kind of universal resource center from which they could draw out the materials and information they needed. The materials for their exploration were prepared and made available in packages in anticipation of their needs and wants, and then the learners, who were independent in two important senses, could draw on these materials. They were independent, first, by being physically independent of the need to be a resident on a campus, and they were also independent of the control of learning by pedagogues. I proposed that what we then called independent study, and now I would call self-directed learning, had six characteristics: first, the study was carried on apart from teaching; second, it was carried on by individual learners; third, the learner decided when, and where to study, at what pace, and by which methods; fourth, the learner chose what to study; fifth, the learner was self-motivating; and sixth, the learner was self-evaluating.

In 1973, I proposed a typology of programs that were classified by two sets of variables. (Moore, 1973) One was distance, and the other was learner autonomy, or self-directedness. I tried to show, then, and I wish to repeat now, that both self-directedness, or autonomy, and distance are qualitative and not absolute conditions in educational programs. When we refer to distance education programs, we are, in fact, referring to a vast sub-set of educational programs characterized by variables that are present to a greater or lesser degree in all educational programs. It is the emphasis on structure and interaction occasioned by geographic separation of learner and instructor that distinguishes distance education. Therefore, educational transactions programs should not be considered as "distance" or "not distance," since there are many varying degrees of distance. In the sense of educational transactional distance, the greater the facility for interaction between instructor and

learner, and the less structured the planning of the program, the less is the distance in the program. Certain communications media demand a higher degree of structure and less individual interaction than others, and these tend to be programs of greater distance. Learner autonomy, or what I am now prepared to call self-directedness, also is a qualitative, or continuous variable. I then called it the extent to which, in a program, the learner determines objectives, implementation procedures, resources, and evaluation. It has always seemed to me that the more distant forms of distant education are best suited for the more highly self-directed learners. Indeed, the learner is compelled by distance to assume a degree of self-directedness that might be uncomfortable in other circumstances. In the same way, the instructor in distance education is compelled to assume a more ancillary and supporting, helping role, to be used and drawn upon by the learner to the extent that the learner desires. When the teacher prepares instruction for a correspondence, television, or computer course, it is with the intention that the material will meet the goals established by learners, and will be used as they go forward to achieve their goals. But whether the material is used remains outside the teacher's control. And the decision depends almost entirely on the worth of the material in the program. Distant learners literally turn on to the material that meets their goals, and turn off that which does not. In the same way, where in face-to-face education the teacher tends to dominate the evaluation process, in distance education it is much more common for learners to maintain control of the evaluation. Frequently, learners stop work on a course before its formal completion, causing educators to worry about "drop-out," while, in fact, the learners have simply achieved their own personal objectives.

The opposite of learners' self-direction, as I pointed out in that early paper, is teacher control. When we classify programs by the variable of learner self-direction, we are at the same time classifying them by the extent of teacher control. This idea of control has recently been taken up and developed by Garrison and Baynton in the latest edition of The American Journal of Distance Education. (Garrison, Baynton, 1983) Independence, or self-direction, they say, is only one part of the complex interaction among several components that characterize the educational process, the others being power and support. Control is not achieved simply by providing independence or freedom from outside influence. Control can be achieved only by striking a balance between independence and power and support through the process of two-way communication between teacher and student. It is the dynamic balance among these three components

that enables the student to develop and maintain control over the learning process.

References above to materials development need to be balanced by reference to the other side of distance education--the point of use or interface by the learner, either in formal or in self- directed learning. In the United States, as compared with United Kingdom, there has been an imbalance between consideration of and development of materials production and the learner interface system. Since adult learners vary so greatly in learning needs and learning styles, it seems imperative that we look for the development of some form of individual support network or system, to give help, locally, on demand, to individual learners as they negotiate centrally, mass-produced materials. In the United States, as we see the evolution of centralized, high quality materials production centers, we need to open a dialogue with public libraries, Cooperative Extension Service, workplace trainers, hospitals, public schools, and colleges, to make available local advisory services to both formal and self-directed learners who might benefit from use of distance education materials. The single greatest area of weakness in our educational system, it seems to me, is failure to provide an advisory service. Perhaps we need to influence educators to a change in perception of their role from the traditional role of being source of content expertise, to that of providing individual help to individual learners, leaving the job of delivering content to distance education, which is perhaps more effective.

Let me conclude this introduction with a word about the place and purpose of distance education in the broader context of adult education. In the first issue of The American Journal of Distance Education, Charles Wedemeyer stated, as the starting-point of distance education, appreciation of the potential for development that lies in every individual person. (Wedemeyer, 1987) Jim Draper has written, "part of the context in which distance educators work includes the internationally accepted concepts and values of lifelong and recurrent education." "The goal of education, including distance education," said Draper, "is to bring us closer to a learning society whereby the context or environment, be it physical, political, social, or cultural, becomes conducive to and supportive of learning for everybody. (Draper, 1987) John Ohliger quotes the great adult education philosopher Lindeman: "Highly developed means of communication are indispensable to highly centralized forms of social control. Rapid means of transportation and communication tend to standardize us and therefore render us easier to control by single

authorities." (Ohliger, 1987) These writers do a great service in reminding us what distance education should be and what it could deteriorate to. Distance education, being based on technology, can meet the needs of people wherever they are, whenever they want it, no matter how idiosyncratic or esoteric. While admirably suited to deliver resources to the most individual of learners, it can also meet the needs of nations for mass education, as in the literacy campaigns in the Third World, and the needs of organizations that must maintain the effectiveness of work forces. However, the very power that lies within the communications technology means also that distance education might, in the most pessimistic scenario, be a means of mass thought control, or at least tend to encourage intellectual laziness and conformity of thinking. So, we who practice in adult and higher education, especially through distance education, are challenged to preserve individualism and creativity against the leveling and constricting tendencies that are to be found in the technologies. For example, I think that we have to make special efforts, in designing our courses, to introduce learner control, learner projects, and learner activity into the structure of the course. The aim of distance education is to employ technology for the ends of social and individual self-development. For this reason, I welcome this continuing discussion of distance education as a resource for self-directed learning.

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RESEARCH TASK FORCE

TOPIC: Research in the Practice Setting: The Collaborative Role of Researchers and Practitioners
Moderator: Roy Ingham, Florida State University
Presenter: Jerold Apps, University of Wisconsin-Madison
Victoria Marsick, Teachers College, Columbia University

The Research/Practice Conversation

Roy Ingham
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Much has been said and written about the ways researchers (meaning those whose role expectation is, at least in part, to do research, such as professors of adult education) might contribute to the improvement of practice. Not everyone who scrutinizes this process believes the traditional model--sometimes referred to as the "trickle-down" theory--is having much effect on the realm of practice.

My own view of the scene leads me to agree with this assessment. Typical of the comments that I have heard practitioners make is the one made by a public school adult education teacher that at least 80% of what she does is the result of her "figuring it out" by herself. The program in which this person works prides itself on its in-service training whereby teachers are put in touch with research findings that are on the "cutting edge."

My hope for an improvement in the contribution research makes to practice has been buoyed by the ideas of Donald Schon's The Reflective Practitioner and Educating the Reflective Practitioners, Jerry Apps' Improving the Practice of Adult Education, and Richard Denhandt's Theories of Public Organization, especially chapter eight.

Yet constraints within the practice setting often severely prescribe efforts by practitioners to engage in systematic efforts to inquire into problems that they encounter. Identifying and reducing the impact of these constraints might be one of the topics we could talk about during our conversation. At least I plan to. Another possibility is to examine the relationship that the full-time researcher might best have with the world of practice. The book Usable Knowledge, by C. Lindblom and D. Cohen, offers a sharp critique of the contributions of social scientists to practice and offers some alternative functions that researchers might perform. One of these is to relinquish the idea that they are a source of authoritative knowledge.

Developing a Systematic Approach to Analysis

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What activities can we, as continuing education practitioners, pursue that will assist us in analyzing our practice?

Activities

Reading. Obvious, as this suggestion sounds, most of us are so busy that we read little beyond the requirements of our work. (Often the reading requirement of our jobs is so heavy that we have little time or energy for additional reading.) But to begin seeing what we do in a different light, reading is a necessity. What to read? The popular nonfiction material of the day is one suggestion. What is the public reading? What is influencing public opinion? Most of us are doing this type of reading now, to a greater or lesser extent. Another suggestion is the popular fiction of the day, the novels that appear on the best-seller lists and those that do not. Often popular fiction

describes better the conditions of the present time than does nonfiction, for it explores people's feelings and passions, and it develops in some depth an understanding of the current state of the human condition.

Participating in the Arts. Reading poetry and fiction is one way to participate in the arts. But attending musical events, viewing quality films, visiting art galleries, and going to the theater, though often viewed as entertainment, can help one broaden perspective. The arts can help us confront ourselves with ourselves. We, of course, do this when we analyze our practice. When we examine a question such as "What is the nature of the adult as learner?," we of necessity are asking that question of ourselves. Even if we try to be "objective" in our search for an answer, we are still influenced in one way or another by what we think of ourselves as learners.

The arts are concerned with the human condition, with the emotions of living, with joy and sorrow, with love and hate, with beauty and squalor. To do a comprehensive analysis, we must ultimately consider the entirety of human existence. The arts can help us do that.

Thinking. Reflecting on what we read, what we experience, what we do in our roles as educators of adults is a key activity. When we analyze, we use at least three kinds of thinking: (1) creative thinking, which allows us to generate new ideas, consider new possibilities, invent unique combinations, speculate about new directions; (2) critical thinking, which helps us to evaluate, test, and try out the products of our creative thinking activities as well as those of others; and (3) problem-solving, which assists us in working out solutions to the many problems we face in our day-to-day activities, those of a philosophical nature as well as others. John Dewey, an educational philosopher, suggested two phases in the problem-solving process (which he called reflective thinking): "(a) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (b) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity" (Dewey, 1933, p. 12). For Dewey, problem-solving (reflective thought) "involves not simply a sequence of ideas, but a con-sequence -- a consecutive ordering in such a way that each determines the next as its proper outcome, while each outcome in turn leans back on, or refers to, its predecessors. The successive portions of a reflective thought grow out of one another and support one another; they do not come and go in a medley" (pp. 4-5).

Creative thinking also has phases, and they overlap each other. The activities carried out within each phase are not so clearly defined as in Dewey's reflective thought. Wallas (1926, pp. 80-81) suggested the following phases for creative thinking: preparation, incubation, illumination, and verification.

During the preparation stage, a person becomes immersed in the situation about which some solution or understanding is sought. One reads about the situation, reflects on the experience, or seeks out an experience -- in effect, learns as much as possible about the situation. This can be a frustrating time because, although much information is obtained, it often makes little sense and the pieces seldom seem to fit together. Some people have difficulty in letting the process occur; they try to make sense out of the information before the incubation period is allowed to occur. During the incubation period, the person doing creative thinking leaves the situation at hand and does something else. This allows the unconscious to work on the store of information and reflections accumulate. The illumination phase is the "aha" time, when a flash of insight pops into a person's head that reveals a solution to the problem or some new understanding. Verification is checking to see whether the solution to the problem works or whether the understanding of the situation really makes as much sense as we think.

Unfortunately, the process does not always work as suggested above. We may immerse ourselves in a situation, and allow time for incubation -- and no insight comes. This is the risk the creative thinker takes.

Sometimes critical thinking is confused with problem-solving and even considered to be the same. But, whereas problem-solving is concerned with a progressive narrowing process as the solution to a problem is sought, critical thinking is an expanding, exploratory process. In fact, an outcome of critical thinking is a realization that not all problems can be solved and not all questions answered. Critical thinking is an important dimension of critical analysis.

Beyond the skills of creative, critical, and problem-solving thinking, we must become independent thinkers. We may believe we are independent thinkers, but several years on a job often deludes us into believing that we are independent thinkers when we really are not. As Krishnamurti (1953) points out,

> Conventional education makes independent thinking extremely difficult. Conformity leads to mediocrity. To be different from the group...is not easy and is often risky as long as we worship success. The urge to be successful, which is the pursuit of reward whether in the material or in the so-called spiritual sphere, the search for inward or outward security, the desire for comfort -- this whole process smothers discontent, puts and end to spontaneity, and breeds fear; and fear blocks the intelligent understanding of life (pp. 9-10).

There are several activities we can follow that can restore our ability as independent thinkers. A simple one is to pay attention. Paying attention means to be attentive with all the senses. For example, sit under a pine tree in summer and concentrate on the sounds you hear. The wind rustling the pine needles creates a unique sound. Do the same thing while sitting under an aspen tree, and the sounds are quite different. But the key is paying attention to the sounds. Let us take the analogy a bit further: Sit under the pine tree and listen, look, be aware of your feelings, the smell in the area, perhaps even taste a pine needle. Concentrate on "paying attention" to what your senses are telling you. I have often been amazed, when I have done this, how much more I am able to "see" in a situation that on the surface appears mundane and without interest.

We can follow the same procedure with our role as continuing education practitioners. By making a special effort to pay attention, we will "see" aspects of what we do and what others do that we have not noticed before. Krishnamurti (1974) admonishes us "to learn never to accept anything which you yourself do not see clearly, never to repeat what another has said....Which means you have to be extraordinarily critical" (p. 18). Once we begin to see, we often begin to question, which is the first step in analyzing.

Writing. Although writing is not a requirement for doing an analysis, putting our thoughts on paper offers several advantages. There is also a close connection between thinking and writing. Sometimes the process of writing itself helps to clarify thinking. For instance, there may be times when we really do not know what we believe about a certain situation until we start writing about it. During the writing process, ideas come into focus and we have a much clearer notion of what our thoughts are. Moreover, we have a record that we can refer to. Often ideas once clarified and not written are forgotten, never to be retrieved. It has happened to all of us.

Writing also pushes us to think more deeply, often allowing our unconscious to be called on for depths of meaning we sometimes do not even realize we had. When we begin writing our philosophical thoughts about what we do as educators of adults, we are often surprised at what results, sometimes even wondering about the source of the information. Thus, thinking without writing is usually incomplete (Apps, 1982, p. 12).

A practical suggestion that many practitioners find useful, particularly those with substantial administrative responsibilities, is to keep a journal. Writing down each day insights that have occurred, or describing situations that have been particularly frustrating, can often help one see situations more clearly.

Discussing. The time-honored activity for gaining insights on ideas has been discussion. An idea is presented, it is challenged by another person, perhaps added to, sometimes agreed with, and occasionally dismissed. But, during the process of discussing our ideas about such matters as programming in controversial areas, or devising new marketing strategies, or attempting to reach new audiences, we can clarify our thinking. It often takes the probing question of a friend for us to realize we had missed some important point, or had not seen that our logic was faulty, or that we could not defend our conclusions.

For a discussion to be fruitful, some ground rules must be followed. Too often, it seems, when we have an idea to discuss with someone, we believe our purpose is to convince that person that we are right and he or she is wrong, or at least that we are more right than the other person is. So what could be a rich give-and-take degenerates into a contest to see who can win. That is not to say that a discussion should not be lively, or that you should not try to make your point. But the discussion is far more valuable if its tone is to present ideas that can be challenged for the purpose of clarification, not for the purpose of proving who is right and who is wrong. It may very well be that the person with whom you are discussing believes as strongly about his or her position as you do, even though the position may be quite different from yours.

It is to your advantage if the person you are talking with happens to believe differently than you do. Recognizing an alternative to what you believe is one of the best ways to strengthen and clarify what you do believe.

Acting. Committing oneself to some sort of action, as a result of doing an analysis of one's practice, moves the activity away from merely an intellectual one to one that results in some sort of change in what we do. The field of continuing education is an applied field, and we are interested in improving practice. The application may be accomplished individually, it may be something that a person attempts with a small group, or it may mean becoming a part of a larger effort. But activity should result. Reflection on this activity feeds back into the other activities I have described. That is, we may think about what we have done, we may put our thoughts down on paper, or we may discuss our efforts with a friend.

To summarize, when we analyze our practice, we use skills that are common in everyday living. We read, explore our inner feelings through participating in the arts, think about what we do, how we do it, and what we believe we should be doing, we write down our thoughts, which usually helps to clarify them, we discuss what we are thinking with someone to further clarify, and we take some action based on our efforts. Many continuing education practitioners have also found the process of analyzing personal beliefs useful in analyzing practice.

Investigating Personal Beliefs

Although some writers attempt to make analysis objective and impersonal, it is an impossible task. Analyzing continuing education is personal. How we do an analysis is wrapped up in who we are and what we believe. So one useful activity is to sort out what we believe, personally, about continuing education. Doing this puts us in a much more informed position to do further analysis of the field. My book Toward a Working Philosophy of Adult Education (Apps, 1973) describes in some detail a process and framework for analyzing personal beliefs. Briefly, a belief analysis process includes four phases:

1. Identifying beliefs held about continuing education -- that is, beliefs about the adult learner, about the purposes for continuing education agencies and institutions, about the teaching/learning process, and about content in adult education programs. At one level, it is fairly easy to list our beliefs in these various areas. But, at another level, it is nearly impossible for all of us hold what are called zero-order

beliefs. Zero-order beliefs are those that are so much a part of us that we do not even know we hold them. We are not aware of an alternative to such a belief. For instance, many people question the worth of anything that cannot be validated with the senses. If something cannot be seen, felt, tasted, heard, or smelled, it does not exist. Another common zero-order belief, at a more abstract level, is that all problems can be solved. What is needed, many people say, is perhaps more money, more technology, or more research, but eventually all problems can be solved. For them, this is a zero-order belief.

2. Searching for contradictions among beliefs. Which beliefs do not go together, logically, even though we discover we hold them? For example, we may believe that adults learn best in programmed learning situations, yet we may also believe that adults should have freedom to learn what they wish in a way in which they want to learn. On the surface, these two beliefs appear contradictory -- tightly structured learning situations versus adults' freedom to learn.

3. Discovering sources of beliefs. Two sources are most evident: experience and authority. Through our work as educators of adults, we have accumulated many beliefs about adults, adult learning, and what can be accomplished with adult education programming. Some of our beliefs result from participation in graduate courses in continuing education and in workshops and conferences. We have also acquired beliefs from various authorities, people for whom we have worked, authors we have read, conference speakers we have heard.

   For some of the beliefs we hold, we simply do not know the source. They may have come from our parents when we were children. Many of our beliefs about people in general can be traced to early childhood.

4. Making judgments about the beliefs we hold. As we identify personal beliefs and consider sources and evidence, we make decisions about the beliefs we hold and sometimes decide that we wish to examine a given belief further. We sometimes become uncomfortable about a belief for which the evidence is clearly inadequate. But beliefs are not quickly changed, even in the face of a careful analysis that shows them to be lacking. We have become comfortable with them,

> and it sometimes takes years before we change them, if we ever do. A belief analysis process is thus a means for us to find out more about what we believe, so that when we examine policy statements put out by our agency, when we explore the teaching approach of a part-time instructor, or when we contemplate a statement about the future direction of our program area, we will at least know more about the belief that influences what we do.

As we do an analysis, as we raise probing questions, search for presuppositions, examine definitions, and carry out the many other activities associated with analysis, we will discover an interaction: Not only do our beliefs influence how we analyze, but the process of analysis influences what we believe.

A Framework for Analyzing Continuing Education

The rest of my comments are concerned with a particular approach for analyzing continuing education practice. Five aspects of continuing education are considered: adults as learners, aims for continuing education, adult learning and teaching approaches for adults, issues involving content for continuing education, and policy and policy direction for continuing education.

Each of these aspects can be analyzed by following three interrelated analytic approaches: critical analysis, synoptic analysis, and normative analysis. For example, one can analyze aims for continuing education from critical, synoptic, and normative perspectives.

The relationship of the five aspects of continuing education to the three approaches to analysis can be illustrated as in Table 1.

Table 1. Framework for Analyzing Continuing Education.

Aspects of Continuing Education	Analytic Approaches		
	Critical	Synoptic	Normative
Adults as learners			
Aims of Continuing Education			
Teaching/learning			
Content of continuing education			
Policy direction			

Overlapping Categories. There is always danger in constructing a framework with lines separating the various categories. The reality of this framework is that the lines do not exist in practice; they are placed in the framework for the purposes of understanding. For example, both synoptic and normative analyes depend on critical analysis for information. While doing speculation, a part of the synoptic analysis, one will find it difficult to avoid the normative dimension. It thus should be obvious that the three approaches to analysis are entwined with one another.

Likewise, the dimensions of continuing education are integrally related. It makes no sense to speculate about the aims of continuing education without considering the adult learner. And sometimes the speculations about aims take the form of policy statements. It is difficult to say much about content without considering aims. The framework gives us a basis for analysis; we must always be careful when consulting frameworks that we not make more of them than intended.

Some would suggest that doing an analysis is a straight-forward process with steps that can be followed. But I have discovered otherwise. Rather than a series of steps for analysis (a linear approach), I have learned the value of a spiraling approach.

A Spiraling Approach. Most of us in Western societies have learned to think linearly -- that is, to follow a straight line beginning with point one, moving to point two, and continuing from point to point.

When analyzing practice from a philosophical perspective (which I am advocating), it makes more sense to pursue the process in a spiral fashion. Let me explain by illustrating from my own work. I began examining continuing education from a philosophical perspective about twenty years ago. At that time, I looked generally at the field, started asking questions, and explored where philosophy fit within the field. I was trying to examine the field of continuing education comprehensively, but with only minimal depth, as I reflect back on those activities. As the years passed, my interest in analyzing continuing education continued, except that, rather than dwell on the same ideas at the same level, I attempted to look at them more deeply. I considered the same ideas -- the nature of the adult as learner, the purposes of continuing education, the nature of content in continuing education, and teaching and learning in continuing education. In spiral fashion, I kept coming back to the same ideas, but each time around I examined them in greater depth.

I continue with the same spiral approach. I am still considering the same basic ideas that I considered twenty years ago, but today in far more depth than I was able to do then. Two or three years ago, I became acquainted with Jose Ortega y Gasset's (1960) work, which helped me understand more fully the spiraling process I had been following, but had never fully understood. Ortega y Gasset, in describing how he had planned one of his books, said, "My proposal [is] not to follow a straight line but to develop my thought in successive circles of a shortening radius, hence in a spiral curve. This allows us, indeed obliges us, to present each question first in a form which is more popular, least rigorous but most understandable, certain that we will find it treated later with more energy and more formality in a narrower circle" (1960, p. 71).

I would suggest that most of us who attempt to do a systematic analysis of our practice are more apt to follow a spiral pattern than a straight-line one. Because my scientific training had taught me to pursue the answers to questions in a systematic, linear manner, it took me several years to accept as legitimate the spiral approach I was actually following. One of the great advantages of the spiral approach is its emphasis on considering many elements of the field of continuing education in context. Straight-line thinking is often

reductionistic; that is, we pursue one line of thinking in great depth, but at the exclusion of other lines of inquiry.

When we examine the field of continuing education, it is important to keep in context what we are doing. That is, if we are exploring some question about what direction we should take with our programming, we must also have in view those who will participate, what teaching/learning approaches will be followed, and what content will be considered. All the segments interact with one another.

Summary

Several activities can assist us as we do an analysis of our practice. These include reading; participation in the arts; creative, critical, and problem-solving thinking; writing down ideas; discussing positions with colleagues; and applying the results of one's philosophizing to one's work setting. Such application often results in new questions, and the cycle repeats.

Reflecting on one's personal beliefs is also an essential activity when analyzing continuing education. A belief analysis process includes identifying beliefs held about continuing education, searching for contradictions among beliefs, and discovering sources of beliefs and making judgments about the beliefs we hold.

A framework for analyzing continuing education includes the dimensions of adults as learners, aims, teaching/learning, content, and policy direction, as well as three approaches to analysis: critical, synoptic, and normative.

Research/Practice Conversation: Notes for Discussion

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From my point of view, difficulty arises in the relationship between researchers and practitioners, because each side often pursues the research for different purposes. The researcher's agenda, seen idealistically, might be shared public knowledge. The

practitioner's agenda is the answer to a situational problem. Schon suggests that research-in-practice calls for a different kind of rigor, because it is aimed at an immediate, unique problem and not the generation of "objective" truth under laboratory conditions. Experimentation ends when the practitioner has solved the problem or discovered something new that changes the focus of inquiry.[1]

In my previous work in UNICEF, for example, several staff members developed highly practical methods to assist practitioners in doing research on their own situations, to help the practitioner make better decisions and choices. This participatory research, compatible with what has been catalyzed by the International Council on Adult Education (ICAE), although not a part of the ICAE's efforts,[2] would not be considered sufficiently rigorous by most researchers and was likewise not valued by many internal UNICEF staff. UNICEF seldom funds evaluation research, although many evaluations are conducted, some of them being "quick and dirty." Others are conducted quite systematically. Some research (both qualitative and quantitative) supported by the same organization might be considered rigorous: statistical analyses of the situation of children in a country, or of changes in health practices, or anthropological studies of people's habits to design the communications strategy for a water and sanitation project.

All of the research or quasi-research conducted in UNICEF is in the general interest of the practitioner. However, even under these conditions, each of the above types of "research" is not always used, primarily because the specific stakeholders do not perceive it to be in their interest. For example, situation analyses might be mandated by the organization, contracted out to a university, and then not understood by the country office staff who thus do not translate findings into programs. Statistics may be collected on child mortality to comply with reporting system requirements of a higher level, but are not useful to -- or used by -- the lower level. Research is used, even when not "rigorous," when it meets the practitioner's purpose -- whether the practitioner be a villager involved in participatory research or a program officer who wants to design a better program.

Researchers often use the domain of practice to further their own personal or professional interests, whether or not this meets with practitioner interests. Some researchers argue plausibly that knowledge is beneficial for its own sake, and sometimes they are right. In the field of adult education, however, research is more often conducted in the name of practice, whether or not practitioners

perceive the benefit of research done on, for, and about them. This leaves the researcher with the dilemma of "translating" or "interpreting" findings for the practitioner. However, for various reasons, the translation may not be accurate. The group of people addressed by the practitioner may differ from the group researched or the conditions under which the phenomenon took place might not be the same. Since the practitioner was not involved in the research, he or she may not have the skills or insight to adapt the findings. Or, the adaptation might call for personal qualities or abilities the practitioner does not possess.

One ideal solution to this dilemma is to involve the practitioner in the research design and findings. However, since many people do not have the time for extensive participation, an administrative alternative -- particularly if the practitioner is already interested in the results -- is to invite comment at key stages in the process: identification of needs and wants, selection of the sample, contributions of resources, and feedback for decision-making. The problems are different if the researcher has to persuade the practitioner that a situation should be studied, even if one person is interested, but multiple levels or positions within an organization must agree to the research. Various red flags are raised. Research threatens exposure, especially if it is to be published, consumes time and money with a payoff that may not be clear and too often later than needed, and makes waves. A history of research that has often been perceived as useless stimulates the rejection of future research because it is expected to be useless.

I would agree with the point raised in Usable Knowledge that researchers should relinquish the idea that they are the source of authoritative knowledge, although it would be inaccurate to state that good researchers have no authoritative knowledge. Their knowledge is both of method and of a set of theoretical perspectives that can assist practitioners in interpreting reality as long as these theories are not imposed upon the practitioner's reality. Researchers should take the stance of co-researchers with practitioners, insofar as possible. They should use their professional experience to help practitioners frame problems, so they can be researched and develop a range of non-laboratory research designs to solve problems that are specific to the situation, even if they are not considered basic research.[3]

I began my own research on practice with what Glaser and Strauss call "middle-range theories" developed through grounded theory, and supplemented by the philosophical framework of participatory research as identified above.[4] Aside from the constraints

imposed by a lack of faith by funding agencies in many things non-positivist and by its time-consuming nature, grounded theory poses another set of internal constraints. Theory is grounded in the stories of practitioners, but analyzed for them by the researcher. Hence, a return to the point of departure of this discussion; its acceptance depends on the interest of the user. Participatory research is an attractive philosophical framework, but, since methods vary, individual pieces of research run into the same dilemmas discussed above.

I am now using some hybrid of action research, action science, and action learning in my research, because I am interested in helping practitioners build their own theories and become more reflective about their practice. These three strategies are related, particularly through some common roots in Lewin's spiral, interactive cycle of problem identification, solution identification, trial, evaluation, and problem-reformulation. However, each takes a slightly different bent. The action research framework I have used is developed by Carr and Kemmis and operationalized by Kemmis and McTaggart.[5] Unlike some of the pragmatic varieties of action research aimed primarily at solving a problem, this action research framework is highly concerned with multiple perspectives, framing the problem, and the dialogic relationship between researcher and practitioner.

As it has been developed by Argyris, Schon, and their colleagues, action science has emphasized the breakdown between intended strategies (espoused theories) and actual action (theories- in-use).[6] Action science is specifically concerned with the relevance of theory to practice, and with building the skills of the practitioner to improve his or her practice in micro-situations through reflection on practice, making explicit one's reasoning behind action, identifying implicit assumptions in one's inferences, redesign of action, and practice of new actions. Theory is built by practitioners on a micro-level and by researchers who look for patterns among the micro-theories at a higher level.

Action learning originated with Revans in England during World War II, who adapted principles of learning from experience to workplace training.[7] Action learning emphasizes "questioning insight" (Q learning) rather than "programmed" knowledge (P learning). Programs are designed so that people work on real-life problems in teams, and then are assisted in reflecting on both task and group work through seminars.

All three strategies emphasize reflection, critical reflection, learning from experience, and problem-framing as well as problem-solving. Various constraints arise in doing this kind of research. First, while practitioners clamor for relevance in research, they often collude with the mystique of "scientific objectivity" and hence would prefer more traditional positivist studies. Positivist studies often carry more weight in decision-making, because they carry the appearance of less bias. Moreover, people expect the researcher to have all the answers, and may be surprised and suspicious if you invite them into the design. While participation increases commitment, it also invites responsibility.

Second, this kind of research requires personal time and commitment from both the researcher and the practitioner. Action science and action learning are often intensely personal processes in which people are invited to become critically reflective about their own action with the help of both facilitators and peers. This makes people vulnerable, and usually raises powerful emotions hooked into ineffective practices that are examined in public. Action research, action science, and action learning require that the researcher be both personally involved with practitioners while maintaining objectivity, so that he/she can bring to awareness data that is sometimes painful to examine.

Third, while increasing relevance to practice/interest, this kind of research produces theory that is first and foremost useful at a micro-level. The researcher must build skills in seeing patterns among studies, so that micro-theories can eventually be tied together in the kind of middle-level, substantive theories that Glaser and Strauss discuss or that Argyris and Schon have developed.

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HUMAN RESOURCE DEVELOPMENT TASK FORCE - SESSION I

TOPIC: In Search of an Optimal Introductory Course in HRD
Moderator: Jerry W. Gilley
Presenters: Peter Cookson, Margarita Pena, Gladys Collino, Pennsylvania State University

The Beginning Course in Human Resource Development at Sixteen U.S. Universities: A Content Analysis

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Introduction

The field of practice known as human resource development,[1] training and development, training, or other similar labels can now be

regarded as a growth industry. In both the public and private sectors of the economy, the learning and acquisition of knowledge, skills, and sensitiveness is becoming indispensable to optimal personal and organizational functioning. Although the estimates of the magnitude of human resource development activities in the U.S. vary greatly, in terms of both annual expenditure (estimated to be $40 billion) and total enrollments, business-based education in this country already rivals the expenditure and enrollments of all four-year and graduate colleges, and universities.[2] The impetus for such activity comes from a confluence of forces, both internal and external, to the immediate organizational and institutional settings: recognition that competitive advantage vis-a-vis the competition lies in the quality of human resources as much as material resources, social policy concerns for economic justice and equity, national economic policies, accelerated economic changes, penetration of new technologies, an aging and highly educated population, predicted labor and skill shortages, immigration, increased labor force participation of women, and changing values and expectations in the workplace.[3] Judging from the record of recent years, as well as the predictions of continuing expansion, education in the workplace has become a growth industry.

As the field of human resource development grows in complexity and scope, employing organizations may be expected to rely increasingly on induction of new personnel rather than transfer of existing personnel to staff their human resource development units. Instead of requiring managers from other units to direct functions about which they may know very little, such organizations will place greater emphasis on hiring people who already have the specialty. Because universities have for decades prepared managers in other areas of the organization, employing organizations may be expected to turn to those same institutions for the preparation of human resource development specialists. If universities are to meet the increasing demand for such specialists, they will have to initiate and expand their curricula to provide the knowledge and skills pertinent to education and training in the workplace.

With these considerations in mind, the Task force on Human Resource Development of the Commission of Professors of Adult Education was formed in November, 1984, to assist individual and collective efforts to address the issue. One of the projects decided upon at the second annual meeting of this Task force was to define the nature of the field from the perspective of adult education. The senior author agreed to conduct a survey of the introductory courses on human resource development offered by North American

universities and to report the findings of this study at the next meeting of the Task Force in October, 1987.

Purpose of the Study

The primary aim of this survey was to identify in broad relief the content of the introductory course in human resource development/ industrial training as it is currently being taught in North American universities. A secondary aim was to determine the extent to which qualitative differences in the courses can be attributed to the different academic units under whose auspices the courses are offered. A tertiary aim was to generate information that may serve as guidelines for professors of adult education who design or revise an introductory course for the growing number of human resource development specialists.

Frame of Reference

Human resource development occurs in a myriad of organizational and institutional settings. Likewise, the purposes, methods, techniques, and participants also differ. Instructional designers, instructors, and managers involved with such varied activities as providing retraining about computerized automobile engines for mechanics, conducting staff development for nurses, providing executive development seminars for business chief executive officers, and orchestrating mandatory continuing education related to licensure for social workers may or may not identify with the field of human resource development, depending on an awareness that all of these human resource development programs have in common-- what Houle (1972) calls a basic unity of process.

Likewise, academic units within the university that offer human resource development courses may take, as their reference point, solely the connection between human resource development and their own particular organizational or institutional orientation. Thus, in the formation of formal curricula relating to human resource development, faculty members who do not share the view of a common unity of process may be expected to perceive human resource development within the weltanschauung of their own academic disciplines. For example, professors of business management, whose field of study

concerns optimizing the performance of people and units within economic institutions, may be expected to define the field of human resource development as one among several personnel functions. Curriculum and instruction specialists, whose primary discipline basis is formal schooling of children and adolescents, are likely to view human resource development as an extension of dominant teacher and passive learner relationships. Vocational education professors may be expected to perceive human resource development in terms of a predominantly industrial or manual trades training emphasis, while ignoring management development.

Academics in the field of adult education are not immune to this same tendency to view human resource development through the filters of their own discipline. However, it may be argued that the filters of the (emerging) discipline of adult education are broader than other applied fields mentioned in the preceding paragraph. Unlike business management, instructional systems, or industrial education, adult education academics do not typically owe allegiance to any particular institutional or organizational setting. For them, the basic unity of process is the element that is common to all purposive learning--including that which may be encompassed by the term of "human resource development." From a perspective of adult education academics, that process of purposive learning in human resource development has, as a central aim, either the improvement of individual and/or organizational performance. Such a perspective may be expected to be reflected more in the course syllabi submitted by professors of adult education than those of other disciplines.

Method

A preliminary list of universities reportedly offering courses in human resource development was obtained from the national headquarters of the American Society for Training and Development in Washington, D.C. In January, 1986, a letter, with two subsequent follow-up letters, was mailed to each of the 63 institutions listed, requesting copies of the syllabi for the introductory course on human resource development, or education and training in the workplace. Attempts were also made to contact non-responding institutions with phone calls. At the same time, an announcement of the study appeared in the newsletter of the Commission of Professors of Adult Education, with the same request.

Upon receiving the syllabi, several categories were designated to guide the content analysis. These categories permitted cross-comparisons among the syllabi. The findings according to these categories appear below. Of particular interest were the academic units, under whose auspices the courses were being conducted, along with purpose and objectives and/or competencies, course topics and sub-topics, and assignments and textbooks. General tendencies were identified by means of a frequency analysis of features common to more than one syllabus. These frequencies were examined to detect whether there were particular patterns in the data on the basis of which generalizations may be drawn.

Findings

It quickly became apparent that many of the institutions the American Society for Training and Development had reported as offering relevant coursework were not doing so--at least not in the 1986 Spring Semester. A total of 32 institutions responded to the survey, eight of which reported not offering introductory human resources development/training and development courses. Another eight sent syllabi for courses in related areas, such as human resources management and organizational theory that fall outside the scope of this study. The sixteen syllabi constitute a fairly wide cross-section of the universities in the U.S. that currently offer an introductory course for human resource development practitioners.

1. Institution

The 16 institutions that responded to the invitation to submit a syllabus for the introductory human resource development/training course were as follows:

Institution

Alaska Pacific University
Bowling Green State University
California State University, Long Beach
Clemson University
George Washington University, D.C.
Georgia State University
Illinois Benedictine College
North Carolina State University

Oklahoma State University
Pennsylvania State University
State University of New York, Binghamton
University of New Mexico
University of South Florida
University of Texas at Austin
University of Utah
Virginia Polytechnic Institute and State University

2. Course Title

Of the 16 courses in the study, six were called "Introduction to Human Resources Development," while the remaining ten have names such as "Training and Development," "Introduction to Industrial Training," or "Training in Business and Industry." Although, the content was fairly similar, some differences were noted between those focused on human resource development and those focused on training. These differences are reported below.

3. Sponsoring Academic Unit

The academic units offering the introductory courses were tabulated as follows:

Academic Unit Sponsor	
College of Education	
Adult education	4
Curriculum and instruction	1
Industrial education	1
Occupational and adult education	1
Technological and occupational education	2
Vocational and career development	2
College of Business	
Human resource management	2
Business management	2
College of Technology	
Industrial education and technology	

Of the 16 courses, only 6% were offered in curriculum and instruction. As many were taught in programs of study in adult education as in human resource or business management--25% each. It is noteworthy that the academic unit that reported most often sponsoring the introductory course was industrial, occupational, or vocational education, with 44% of the 16 courses originating in those kinds of programs.

4. Purpose of the course

The most often reported purpose (for one-third of the courses) of the course was "to provide a background of the human resource development field." The remaining two-thirds of the syllabi did not identify an overall purpose but, instead, specified solely specific course objectives.

5. Competencies and/or course objectives

Both conceptual and practical competencies were expected of students enrolled in their courses. Among the most often reported conceptual skills were

Competency	Frequency
To list and describe the roles of human resource development practitioners	6
To define and differentiate among training and educational areas	5
To discuss current and future issues regarding human resource development	4
To explain historical antecedents of human resource development	3
To recall basic tenets of corporate training and education	2

Concerning practice-oriented skills, five syllabi indicated the instructor's expectation that the student would design and implement a training activity or prepare a proposal for training. No other competence was explicitly shared in common by two or more syllabi.

6. Topics and sub-topics

The course topics and sub-topics that were itemized in more than one of the 16 syllabi were recorded as follows (numbers in

brackets represent the number of syllabi mentioning particular items):

Topics and Sub-topics	Frequency
Definitions of concepts related to human resource development	8
Historical background: antecedents and evolution of the field	7
Educational concepts:	
Adult learning theory and practice	5
The learning environment	2
Activity areas related to human resource development:	
General	4
Training	4
Development	2
Program areas:	
Technical skills	5
Sales and marketing	5
Compensatory education:	
Literacy, disadvantaged, minorities	5
Supervisory	4
Management	3
Orientation	2
Volunteer training	2
Secretarial and clerical training	2
International training	2
Systematic design of instruction:	
General	8
Training design	6
Needs assessment	7
Learning objectives	4
Methods and techniques	5
Evaluation	7
Roles of the human resource development specialist/trainer:	
General view	6
Consultant	4
Trends and issues: short- and long-term future	6
Human resource development settings:	
Public sector	3
Non-profit	3
Educational institutions	3
General	2

Managing human resource development:	
Organizational aspects--impact on organizations	4
Training records and information systems	3
Labor/management relations--organized labor	3
Legal aspects of training	2
Cost-benefit analysis--financial/budgeting aspects	2
Selection and development of training staff	2
Professionalism and professional organizations	2
Related areas:	
Human resource management	5
Organization development	4
Career development	4

These tabulations are obviously limited to what appeared in the syllabi. It is likely that instructors used different terms to refer to similar topics. This listing does, however, suggest the range of topics mentioned in the majority of the syllabi.

7. Assignments

Two broad categories of assignments were evident in the 16 syllabi: "academic" assignments typical of other courses in higher education; and assignments related to the actual practice of human resource development. The most often reported assignments are listed as follows:

"Academic" Assignments:	Frequency
Assigned readings	16
A term paper	7
Article and book reviews	3
Final and/or mid-term and quizzes	4
Practice-oriented assignments:	
Interviews with practitioners and/or agency visits--including written and sometimes oral report	9
Training proposal for specific performance or set of related tasks	4
Individual or team micro-design	2

8. Course Focus

The syllabi differed primarily in the name of the course and in the academic unit of sponsorship. To ascertain whether course titles

were indicators of systematic differences in course content, we categorized the syllabi into two groups on the basis of course title: those that favored the term "human resource development" and those which favored "training." No such differences were noted.

We then grouped the syllabi according to the academic units of sponsorship and compared academic units within education. Among the syllabi originating in education, those sponsored by an adult education program were compared with those sponsored by other education academic units. Although the breadth and scope varied from syllabus to syllabus, there did not appear to be any systematic differences between those taught by academics in adult education and those in other fields of education.

Finally, we made comparisons between syllabi of courses sponsored by units within education and those within business. Qualitative differences were discerned between the syllabi in the two categories. The main difference was that the former downplayed management principles, while placing greater emphasis on social role and education-related aspects. The latter emphasized management principles and skills typically employed in the broader field of human resource management and correspondingly de-emphasized principles of educational design.

9. Required and recommended textbooks

There was considerable variability on the choice of required or recommended course texts. Of the 24 texts named, only two were mentioned in more than one syllabus. The complete list of texts is appended to the paper.

Discussion

In the foregoing section, we have highlighted selected characteristics of the introductory human resource development/ training course as described at 16 U.S. higher education institutions. Although the courses do not duplicate each other, there seems to be a general consensus about most of the essential elements of this burgeoning field of activity. Except for the greater emphasis on management skills evident in the courses taught in colleges of business, no systematic differences in content could be traced to the sponsoring academic unit.

The Issue of Academic Collaboration

In our examination of course syllabi, two issues related to the preparation of human resource development specialists surfaced. One issue concerns the limitations of a single course. We noted that academic units related to business included in their courses, besides management principles and practices, topics related to adult learning, as well as design and implementation of education and training. We also noted that education-based courses included, besides education designs, management principles. Crossing over disciplinary lines may be justified for an introductory course, but less so for more advanced courses. For that reason, we are of the view that human resource development specialists would be better served by an interdisciplinary program that would span both discipline and college boundaries. Such collaboration could take the forms of an agreed upon division of labor for specialized courses, as well as collaborative team teaching by faculty members from different academic units, focusing on the specialties of their respective disciplines.

The Issue of the Major

The second issue concerns the choice of which field should most appropriately constitute the major field of study. As the need for employers and employees to acquire new knowledge, skills, and attitudes continues to expand, employing organizations and institutions may be expected to pass over management generalists in favor of competent resource development/training specialists. Such specialists, in addition to management skills, will need to demonstrate mastery of work-related education and training processes, as well as a solid conceptual grounding in the principles and practices of adult learning and purposive program design and implementation. Until a coherent field of study emerges around the functions of human resource development/training, students must look to management, industrial education, or adult education for their preparation.

Although it may be argued that each of these areas can satisfactorily prepare such specialists, it is our opinion that adult education has the potential for making a greater and longer- lasting effect on the field of human resource development practice than either of the other two. This is not to say that we reject the significant contributions to be made by the other two fields. On the contrary, it would be myopic to claim that one academic field alone could meet

the pre-service and in-service training needs of all human resource specialists. However, the nature of adult education as a field of study--vis-a-vis the other two fields--is such that it may in general constitute a more appropriate choice as a major.

The extent to which students synthesize their knowledge and skills from business management, industrial education, and adult education will depend upon their career objective and the degree to which they identify with one of the areas as their major field of study. In any event, the choice can be expected to have a lasting influence on the ensuing career. Human resource development specialists-to-be who select business management as their academic "home base," we would argue, will be able to capitalize on their specialization in management as a stepping-stone to subsequent upward mobility in other operations of the organization, and thus be less likely to develop a long-term commitment to human resource development. Specialists who identify mostly with industrial education, a field that traces its epistemological roots back to traditional schooling, will probably glean a mastery of practical knowledge and skills indispensable to work-related education and training, but may later find themselves subsequently handicapped by the narrowness of their professional orientation. In contrast, specialists who choose as their "home base" adult education are able to draw on a valuable body of knowledge relevant to the process of purposive learning for optimizing individual and organizational performance, which is less evident in the other two academic fields. They become concerned with the "why" as much as the "what" of their craft. Thus, they are able to identify not only with the field of human resource development, but also with the broader field of adult and continuing education, an identity that can only serve to reinforce a lifelong commitment to human resource development.

Conclusion

If the future of human resource development and training belongs to the specialist who demonstrates leadership in the field, it is important to assist students to make the broadest possible preparation. While collaboration is essential to drawing on the strengths and contributions of business and industrial training, we believe that adult education, as a major field of study, has the greatest potential to provide for the development of knowledgeable and competent practitioners of human resource development.

List of Textbooks

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References

1. The term human resource development is defined as learning activities organizations provide to individuals that are related to their current or future employment.

2. Nell P. Eurich, Corporate classrooms: The learning business (Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching) 1985.

3. Anthony P. Carnevale and Harold Goldstein, employee Training: Its Changing Role and An Analysis of New Data (Washington, D.C.: American Society for Training and Development), 1983.

HUMAN RESOURCE DEVELOPMENT TASK FORCE SESSION II

TOPIC: Theoretical Issues for Human Resource Development
Moderator: Nancy Dixon, University of Texas
Presenters: Ronald Cervero, University of Georgia
Victoria Marsick, Teachers College, Columbia University
Karen Watkins, University of Texas

Three papers representing a common concern for integrating theory, research, and practice in human resource development programs were presented. Ron Cervero summarized the work of Donald Schon and discussed the design of a reflective practicum for practitioners. Victoria Marsick discussed her research at the Management Institute for Learning at Lund, Sweden, and the implications of the concept of action learning as a strategy for management development programs. Finally, Karen Watkins presented a paper describing the two-year faculty development project at The University of Texas at Austin to integrate action science into a graduate program in Adult Education and Human Resource Development. Abstracts of the three papers are as follows:

1. Cervero, Ron. "The Reflective Practitioner: Writings by Donald Schon and Works of Related Interest."

Books

Schon, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic.

Schon, D. A. (1987). Educating the reflective practitioner. San Francisco: Jossey Bass.

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Schon, D. A. (1984). Leadership as reflection-in-action. In T. J. Sergiovanni and J. E. Corbally (Eds.), Leadership and organizational culture: New perspectives on administrative theory and practice (pp. 36-63). Urbana: University of Illinois Press.

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Munby, H. (1986). Metaphor in the thinking of teachers: An exploratory study. Journal of Curriculum Studies, 18, 197-209.

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Benner, P. (1985). From novice to expert: Excellence and power in clinical nursery practice. Menlo Park, CA: Addison-Wesley.

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Glaser, R. (1984). Education and thinking: The role of knowledge. American Psychologist, 39, 93-104.

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Wagner, R. K. and Sternberg, R. J. (1985). Practical intelligence in real-world pursuits: The role of tacit knowledge. Journal of Personality and Social Psychology, 49, 436-458.

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Bruner, J. (1985). Models of the Learner. Educational Researcher, 14, 5-8.

Related Writings in Continuing Professional Education

Nowlen, P. M. (1987). The performance model: A new approach to continuing education for business and the professions. New York: MacMillan.

Cervero, R. M. (1987). Conceptions and development of professional knowledge. In R. M. Cervero, Effective practice in continuing professional education. Unpublished manuscript.

2. Marsick, Victoria. "Action Learning: A Strategy for Empowering Managers"

This paper describes a strategy for empowering managers called "action learning," drawing on both literature and the author's research and practice with a model developed by the Management Institute of Lund (MIL) in Sweden. The author suggests that empowerment, which often refers to the disenfranchised (those who do not hold power by virtue of their position in a social world), can be equally relevant to those who already hold ascribed power, in this case managers, even though the purpose, level of personal intensity, and social implications may differ. Nonetheless, the care of the learning process in empowerment of the disenfranchised or enfranchised is similar: a transformation brought about by critical reflection on experience that integrates learning about tasks, social norms, and oneself.

Action Learning

Action learning is a management development strategy that seems well-suited to empowering managers to cope with change proactively and to empower employees to participate more proactively in this change. Action learning originated with Reginald Revans (1971) in England during World War II. Revans observed that people learn best from and with others while tackling real-life problems. Under the right conditions, he found that learners developed "questioning (Q) insight" from their experience, rather than relying on expert "programmed (P)

knowledge" unsuited to their needs. Action learning is designed to foster "Q" learning through a group-facilitated cycle of action and reflection. "P" learning is added only after the learners are sure they need this knowledge and know how they will use it.

In describing action learning in business settings, Foy (1977) identifies three key principles on which it is based:

"1) Mature people learn best when they are directly involved in real problems to which answers are not known,

2) One's own experience, together with that of others, can be examined to help find solutions to major problems, and

3) Learning by doing is particularly effective when a problem is tackled in an unfamiliar situation" (pp. 158-9).

One model for action learning has been developed by the Management Institute in Lund (MiL) in work with some 30 Swedish companies over the last eight years. MiL has translated action learning principles into the following model:

- Each program has 15-20 participants.

- Each program lasts 30-40 days and is spread out over an 8-12 month period.

- The time is evenly split between seminars and project work.

- Participants join project teams of three to four, with no more than one member from the same company or department on each team. Each represents a broad mix of perspectives and backgrounds.

- The work and learning of each project team is catalyzed by a project facilitator and supplemented by 3-5 day workshops, using outside resource persons to challenge participant thinking.

The core of MiL Action Learning programs is work in project teams on actual problems within companies other than their own. The unfamiliar environment minimizes automatic responses and forces managers to become aware of an challenge assumptions. Facilitators help managers reflect on their experience in seminars

where they also learn about the dynamics of their group interaction. Peers and leading thinkers invited as resources bring multiple perspectives to the situation that help the group reformulate the problem, challenge participants' assumptions, and share their own theories. Managers thus learn from real- life conditions: complex problems, teams working under time pressure where members often do not know each other well, multiple stakeholders and sets of social norms and values, lack of goal clarity, and incomplete information.

Action learning might be used by managers in working with their own subordinates. While it seems logical that such replication should take place, a number of factors might hinder its occurrence. Managers may not possess the skills required to help employees think reflectively or to be critically reflective. The Prudential Assurance Company, U. K. found that their managers could not formally facilitate action learning for others in the company when they first tried this (Lewis & Marsh, 1987). Argyris, Putnam, and Smith (1985) and Schon (1987) have identified tools and strategies for this kind of learning, but note that learning these skills takes time, as in perfecting a game of tennis or golf. Furthermore, the facilitator must do more than establish a climate for open discussion. He or she must be able to confront individuals with viewpoints that might be personally painful, potentially embarrassing in front of peers, and conducive to vulnerability. Such confrontation may be difficult for an outside facilitator, but nearly impossible for a peer.

Even if action learning is not used in its entirety, the process might assist a transformed manager in dealing with difficult situations, so that he or she might not act in a hasty, unilateral, or controlling manner without testing assumptions. For example, a supervisor who has to discuss a performance-related problem with an employee often infers motives or explanations without examining with the employee the actual examples on which the judgement is based, and avoids feelings or personality issues, even if the supervisor deems them relevant. Action learning can help the supervisor become more aware of inferences, more willing to deal with feelings, and more open to collaborative problem-solving with the employee. The supervisor and employee might thus jointly analyze their mutual recollection of a situation, bring out and test hypotheses about what happened, and try out new behavior with feedback.

Action learning is also likely to open the manager to a consideration of multiple perspectives before making decisions, and thus prompt him or her to seek information from a variety of stakeholders. Managers learn to give up the temptation to prematurely follow a "solution" before they have explored their own judgement. They also learn to bring into their decision-making process those people in the organization needed to better understand the situation and formulate the problem before taking action. In this way, they move increasingly toward functional interdependencies, while taking into account the uniqueness of each set of circumstances and the stakeholders at different levels surrounding a decision.

Perhaps the most intriguing of the possibilities for empowerment is the way in which personal transformation is embedded in the norms of the organization and the various cultural backgrounds of manager, subordinates, and colleagues. Personal perspectives and action have been shaped by the implicit social contract of employees in an organization. Most of the time, employees act on what they have guessed these implicit norms to be, often without questioning whether or not their interpretation of "the way we do things around here" is accurate, and, if so, whether it is cast in concrete or subject to negotiation. Action learning trains managers to recognize and challenge these assumptions. When a manager begins to exhibit this kind of thinking on the job, he or she becomes a powerful role model that invites similar thinking in subordinates.

Conclusion

Action learning is a potentially empowering strategy--empowering to managers, and through/with them, to employees. The core of the action learning process is similar to the empowerment process identified by Freire (1973), although the context of these approaches is very different. Praxis involves critical reflection on experience that leads one to see a problem in an entirely new way, reformulate the problem, and try out new strategies to solve the problem, many of which involve collaborative action with peers. In both approaches, participants become aware of the way in which taken-for-granted socio-cultural norms have often been internalized and acted out without questioning.

Action learning is in some ways a very practical learning strategy, driven in large part by a need to improve behavior. However, it departs from many of the purely behaviorist orientations to learning, because its emphasis is not on shaping the individual to a pre-defined standard, but works instead from within to assist the individual to see his or her individual and social reality from different perspectives. The focus is not, first and foremost, on solving a problem more effectively, but on properly naming the problem before one even begins to think of strategies for its solution. In this way, it is suited to the challenge of today's managers who, as pointed out in the introduction to this article, must take a proactive role in creating and managing change before they are overwhelmed by its effects and are left in the dust.

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3. Watkins, Karen and Mink, Oscar. "Integrating Action Science into a Graduate Curriculum in Adult Education and Human Resource Development"

Action science is a term used by Chris Argyris to describe a variant of action research in which practitioners conduct research on their practice and, in effect, make a science of action. At The University of Texas at Austin, we have been examining action science as a framework for integrating theory and practice in human resource development. Argyris' work, based on his consultation with organizations, promotes a technique for producing useful knowledge to inform practice and to instill a learning orientation. A learning orientation exists when individuals focus on the question, "How can I on-goingly discover problems and solve them in such a way that I will not unrealizingly create new ones?" (Smith, March, 1986). It is a process in which knowledge is sought that will serve action. As Argris, Pufman, and Smith stated: "The action scientist is an interventionist who seeks to promote learning in the client system and to contribute to general knowledge" (1985).

Why Action Science for Adult Education/Human Resource Development?

Given that the domain of adult educators and human resource developers is interpersonal, this science of interpersonal action provides both a potent theoretical framework and a set of skills for handling difficult interpersonal situations. Since a large percentage of our students do not come with a consulting or counseling background, this organizational model, which draws from consultation and counseling, but does not demand them as a prerequisite, is a rigorous, exacting, yet attainable skill within the constraints of our graduate program.

Action science blends theory, research, and practice. In a field that is predominantly practitioner-oriented, this model encourages a more reflective practice and high standards of conduct, while creating the potential for contributing to theory development in an emerging field. Research conducted by Watkins and Wiswell (1987) led to the identification of HRD practices that had the

potential to be self-defeating. Dixon and Adams (forthcoming) are examining the tacit theories-in-use of adult educators and other adults about learning and problem-solving, in order to determine the relationship of these theories-in-use to learning style as measured by Kolb. Further research planned includes a study of the theories-in-use of adult offspring of alcoholics that affect their workplace learning. These examples illustrate how research from this framework may contribute new ways of framing the improvement of HRD practice.

Philosophically, action science is consistent with the dominant espoused theory in adult education, in that it emphasizes mutual control, free and informed choice by individuals, and a collaborative process of inquiry (See Knowles, Houle, Boyle, countless others). It speaks to an emerging view in its emphasis on perspective transformation (Mezirow) and the interpersonal, dialogic or group nature of the learning process for individuals in organizations (Freire, Brookfield). It is also philosophically attuned to current writings in HRD in its focus on informal and incidental learning (Marsick and Watkins) and the emphasis on producing knowledge that is usable by actors in every day situations.

Ethically, action science suggests a professionalization of practice through a continual process of reflection and public inquiry about the efficacy of one's practice. This model offers a challenging alternative to current recommendations for competency certification popular among many human resource developers. It is not necessarily in lieu of certification, but it is a more flexible, more continuous process of improving practice.

One approach at The University of Texas is to expose students to action science as part of a course entitled "Organizational Behavior Micro-Group and Interpersonal Skills." We use action science cases as a method of reflection in our Consultation Skills course and as a model of a consulting process. Watkins hopes to develop an advanced seminar for those who would like to learn to facilitate others' learning of action science. This course will include, as a practicum, the opportunity to facilitate action science study groups for the Organizational Behavior Micro course. Students in the advanced course may also be invited to collaborate on using action science in research. Students are exposed to an action science research strategy as part of our Research Issues course. Thus, at present, action science has become a part of our ongoing courses. In the future, we hope to work with a few

doctoral students who want to invest the effort to learn these skills more extensively. This has happened to date because we have invited a few doctoral students to our faculty training sessions with the Harvard staff. In the future, we would like to take over this function.

The most pervasive change in our curriculum has occurred because our way of thinking has changed. I believe our future curriculum will change even more as we continue to reframe what we do--to question repeatedly whether or not what we do is indeed promoting learning. When all is said and done, even if we did not change one course or reading list, this fundamental questioning would have the greatest impact on students. Our "perspective transformation" may well be the primary curriculum innovation.

Should other HRD programs integrate action science into their curriculum? From our vantage point, Argyris, and Schon's theory should definitely be a part of the curriculum. Even if only exposed to the idea through reading and discussion, many students glimpse the implications of the theory for the improvement of practice. But practicing action science is another matter. This is not something to dabble with. It raises powerful emotions and requires great skill to facilitate. The decision to learn action science should be made with an understanding of the commitment it will require. Action science is a self-regenerating model. Through it, we are training people who will be able to recognize when something is not working, to reframe their current way of thinking about the problem, and to transform their practice as needed. This, then, is our vision of how action science can impact not only our program, but practice in a field now far too dominated by people whose response to problems is to grab a different pre-packaged program off the shelf. It will be interesting to see whether this experiment will help stem the tide.

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THEORY BUILDING TASK FORCE

TOPIC: Different Ways to Conceptualize and Study Learning: What They Might Do For Theory
Moderator: Arlene Fingeret, North Carolina State University
Presenters: Roy Ingham, Florida State University
Peter Jarvis, University of Surrey, U.K.
Boyd Rossing, University of Wisconsin-Madison

Learning as Relating

Roy J. Ingham
Florida State University

Over the past several years, I have done some things that have changed the way I see the process we call "learning". One of the things I have done is teach adults--graduate students in the field of adult education. Many of them apparently have learned a great deal, as evidenced by the fact that they were able to display upon demand (in written and oral form) the knowledge and skills they had acquired and sensed were those that the faculty thought to be important. Yet, with few expectations, what I noticed was that little of what they had learned seemed to have become incorporated into their characters. Thus, almost all of what they learned was carried away in the briefcase of their minds, but I had (and have) the uneasy feeling that,

although they would be in adult education, they would not be of adult education; they would be more likely to distance themselves from the idea of adult education, rather than enter into an intimate and mutual relationship with it--a mutuality through which they would become more fully their selves, as would those with whom they entered into this relationship. In this relating, they would gain their meanings of adult education, if not the meaning of adult education of someone else, such as Lindeman. (1961)

Another thing I have done is to look at the ways people have studied and thought about learning as expressed in their writing. Through this activity, I now believe that a vital human activity has been trivialized, in much the same way as love has been when equated with sex. This has come about by observing animal behavior and then claiming an understanding of human learning. Even when humans are the subjects of studies of learning, the procedures include having the subjects interact with material such as Esperanto, as Thorndike did in the study that is ironically pointed to as the first "scientific" evidence that adults could learn nearly as well as children, or having " subjects" take "tests" used by psychologists, and even adult educators, and then claiming that the phenomenon they are observing is that of human learning.

Learning, to me, is the process through which we become who we are. I appreciate that this is not quite so tidy a formulation as those definitions that reduce the idea of learning to behavioral terms (including thinking and feeling, as Tyler (1962) would have it).

Another way in which the idea of learning has become distorted by the ways it has been studied is the claim that all learning is motivated. I think this conclusion is largely drawn from observations made, again, of animals, such as rats, getting to the goal box, and humans in schools or in laboratory settings devised by the researchers. Would we have a quite different idea of learning if studied in the context of living? I should think so.

I think we should seriously consider some alternative ways by which we try to gain an understanding of what learning is. I find the path suggested by Kegan (1982) to be an attractive one. He proposes that the practice of psychotherapy be based upon "... the meaning and makeup of those instances of unselfconscious 'therapy' as these occur again and again in nature ..." (p. 255). For our purposes as educators, I would paraphrase this to read that the practice of education be based upon the meaning and makeup of

those instances of unselfconscious learning as these occur again and again in nature.

From quite a different source, anthropology, a similar approach has been recommended. Wolcott (1982) believes that anthropology could make "... a remarkable contribution ... to teaching if it could help teachers develop a proprietary interest in the natural (and very social) process of human learning, and help educators shape a learning-centered, rather than teaching-centered profession." (p. 187)

My own view is that humans learn because they can. We are designed to learn. It is when we consciously choose to learn something in particular, or are in a situation where we are expected to "learn" something in particular, that someone else wants us to learn, that the concept of motivation may be relevant. It is this latter situation to which Holt (1976) refers when he defines education as "something that some people do to others for their own good, molding and shaping them, and trying to make them learn what they think they ought to know." (p. 4) So, what educators, as well as others, try to do is motivate people to interact with certain features of their environment, usually provided by the educators, so that particular learning outcomes will occur. Adults can, will, and do learn. They cannot help but do so. Whether what they learn is considered appropriate or desirable is another matter.

As I read the literature of adult education, I am perplexed when the authors report they observe people participating in "learning experiences." What perplexes me is my understanding that all experiences are learning experiences. I assume that "experience" is equated with "activity," or that which happens to you, rather than what you do with what happens to you, a distinction (Quoted in Kegan, 1982).

I like Holt's (1976) observations on this point:

> The trouble with talk about "learning experiences" is that it implies that all experiences can be divided into two kinds, those from which we learn something, and those from which we learn nothing. But there are no experiences from which we learn nothing. We learn something from everything we do, and everything that happens to us or is done to us. What we learn may make us more informed or more ignorant, wiser or stupider, stronger or weaker, but we always learn

> something. What it is depends on the experience, and, above all, on how we feel about it. A central point of this book is that we are very unlikely to learn anything good from experiences which do not seem to us closely connected with what is interesting and important in the rest of our lives. (p. 12)

Holt's claim that important learning is an integral part of our lives is one that I believe, primarily as the consequence of the observations of what various people have had to say when responding to questions about their learning. Some of these people were asked to identify important learning outcomes that they had acquired at some point in their lives. (Nelson, 1984) They were then asked to describe the circumstances or "experiences" through which they believed these outcomes were acquired. With one or two exceptions, these circumstances were part of the normal process of living, not in instructional or educational settings. In other words, what these persons described were the interactions they had with their world, including other persons who occupied that same "life-space."

The learning outcomes they reported were judged important because they were of a piece with what these people were doing. Although Holt does not define "good" in the above quotation, I would argue that the reported outcomes were good in that they were an integral part of the person. As I wrote earlier, I think of learning as a process through which we become who we are. I would add that we are what we learn. To the extent that the process of learning contributes to the maintenance or enhancement of the self, then it can be judged good. (Snygg and Combs, 1949)

Other persons (approximately 25) were also asked to describe the context in which they learned, not important learning outcomes as with the previous group, but how they learned to become the kind of persons they were. ("The kind of person" was determined by asking them to complete the sentence, "I am a person who: values ____; likes ____; feels____; is able to____; etc.)

All of these persons described situations in which they interacted with other humans, again, as with the previous group, in the normal processes of living. That is, no deliberate attempt was made to learn something in particular. Several of these persons became visibly emotional, both joyful and sorrowful, as they described aspects of the settings in which they learned to become the kind of persons they said they were. What strikes me as highly significant is that, whether

persons talked about how they acquired important learning outcomes, or how they learned to become the kind of persons they were, the learning that they said took place did so non-consciously.

Strong support for this claim comes from the studies of Lewicki. (1986) From these studies, he concludes that "the need to postulate a powerful and ubiquitous process of non-conscious learning that accompanies everyday conscious cognitions and produces memory traces that are capable of regulating various crucial aspects of human information processing and behavior in general (e.g., preferences, attitudes, behavioral reactions, personality dispositions)." Despite the ubiquity of this process and its power in controlling psychological activity, its operation is totally beyond conscious awareness. The non-consciousness pertains to three important aspects of the process:

1. The acquisition of this knowledge is not mediated by conscious awareness.

2. The memory trace of this process of learning (i.e., a resulting cognitive algorithm stored in memory) cannot be consciously changed, controlled, or even examined.

3. The nature of the influence of this non-consciously acquired cognitive algorithm on a person's feelings, judgments, or behaviors is not available to conscious awareness: One is only able to observe or experience the final outcome of this influence (e.g., preferences, feelings, emotional reactions, or changes in mood) and to reconstruct how this mechanism works, as if the outcome of the process were observed in somebody else. (Lewicki, p. 12)

He adds: "One is compelled to conclude that there exists such a process, since there is no other way to explain the phenomena of language acquisition, pattern recognition, or social-behavioral reactions and dispositions" (p. 12).

As I have attempted to see what learning <u>is</u>, by engaging in these various activities, I have reached a stage where I feel my understanding of this phenomenon is greater if I shift my view to the movement of learning. The distinction I am trying to make is precisely the one noted by Daloz (1986) in referring to Kegan's (1982) "... sense of the evolving interplay of self and environment .... We both create and are created by our environment as we move along..... (p. 192)

In this sense, learning is activity. Thus, we do not learn from doing--learning is doing. And the particular form of doing is interacting or reacting with the world. It is customary to say that "I learned the rules of grammar from my teacher," or "I learned to play the guitar from reading a book;" however, such usage of the word "learn" seems to obscure its more profound meaning--that of having a relationship with some aspects of the world. Perhaps an illustration will clarify my point. When I "learned" to ski, I acquired a potential to have a particular type of relationship with a mountain and other people (skiers), a relationship quite different from those that would come from, say, hiking. Through this relationship, I came to know more about myself--my own reality was enlarged (the idea of reality being in the relating-in the activity- between). (Follett, 1924, p. 6). It is "through circular responses (that is, object-> subject-> object) that we are creating each other all the time." (Follett, 1924, p. 6)

"Learning" to ski is clearly a necessary antecedent of forming a particular type of relationship with one aspect of the world, a mountain. So it is with all that we come to know about or what has traditionally been called that which we learn, whether it be skiing, reading, history, hostility, etc. These are potentialities that enable us to enter into a particular kind of relationship with certain aspects of the world. It is this relating, or learning, in which we become who we are. We are the activity of relating--or construing and interacting as Kegan (1982) would claim. It is in this sense of learning that Buber's (Kohanski, 1982) dictum that "Feelings dwell in man (sic), but man dwells in his love" might be paraphrased to read "Knowledge dwells in a person, but a person dwells in learning." (p. 26).

I believe that this insight is enriched by discussion of the two faces of experience. In Dewey's (1974) view, "...experience can be understood only, by noting that it includes an active and a passive element peculiarly combined." He continues:

> On the active hand, experience is trying--a meaning which is made explicit in the connected term experiment. On the passive, it is undergoing. When we experience something, we act upon it, we do something with it, then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return: such is the peculiar combination. The connection of these two phases of experience measures the fruitfulness or value of the experience. Mere activity does not constitute experience. It is dispersive, centrifugal, dissipating. Experience as trying

> involves change, but change is meaningless transition unless it is consciously connected with the return wave of consequences which flow from it. When an activity is continued into the undergoing of consequences, when the change made by action is reflected back into a change made in us, the mere flux is loaded with significance. We learn something.

I think that the idea of the reciprocity between a person's action as trying, which I consider as purposive action, and the passive, or non-purposive, is a very significant one, for it expresses the other half of the process of learning that has been neglected by all but a few who study and write about this phenomenon. Bateson (1972) helps us to appreciate this necessity of both the active/purposive and passive/nonpurposive phases of experience when he claims that consciousness comprises only a portion of mind and is organized in terms of purpose. He thinks of consciousness as a "...short-cut device to enable you to get quickly at what you want; not to act with maximum wisdom in order to live, but to follow the shortest logical or causal path to get what you next want..." (p. 433). He also contends that much of the type of learning "...which determines much of the relational life of all human beings, (a) dates from early infancy, and (b) is unconscious" (p. 300). I interpret the terms "active" and "passive" as used by Dewey in the context of his discussion of learning to have a similar meaning as those of consciousness and unconsciousness as used by Bateson.

The functioning of both of these two components seems necessary for the relational process to take place. I suspect the latter term in this pair, passive/unconscious, has suffered considerable neglect due to the institutionalization of learning--loosely called "education"--and the ways psychologist and others have attempted to study learning.

Another contributing factor is the almost single-minded adherence to the idea that behavior is goal-directed. I suppose gazing long enough at rats running their maze boxes to find the "goal" would lead some to this conclusion. But, as Vickers (1965) argues, most of living is spent attempting to maintain a relationship with our norms. We gain a sense of where we are relative to these norms as a consequence of our interactions with things and other persons. We acquire knowledge to use to enter into, or dwell in these relationships and this relating. Vickers states: "The objects of our desires and aversions are not objects by relations". (1965, p. 33)

In thinking about learning as relating, I am led to ask, "Where does learning take place?" Until recently, I have been a strong advocate of the position that learning occurs within a person. Such terms as "group learning" or "organizational learning" seemed to me to be a lack of appreciation that it is the person who does the learning. Now I am not so certain that this is the case, but I must add that I feel on somewhat shaky ground with my present answer to this question, which is between the person and that with which the relating is taking place. I have been put onto this idea by Kegan's (1982) question as to who is viewing a "picture" on a page in a book--"Where is the picture?" His answer is that it is in the "space between;" that is, in the space between the observer and the page with some dark blotches, white space, and lines drawn on it. He arrives at this conclusion by noting that the "picture" is neither on the page, nor in the person.

My confidence in what at first seemed an outlandish proposal has been bolstered by the ideas of Martin Buber, as interpreted by Kohanski. (1982) Reality is not being, but is "...what occurs between beings in their mutual relation of spontaneous experience" (p. 24). By themselves, persons nor things are real. Their reality "...comes into view when the inquiring person, not just the inquiring mind, stands in some communication with them" (p. 24). A person cannot learn about another person or thing by observing from a distance. As an object of observation, a person or thing becomes known to another person; their existence is explained in terms of some system of metaphysical or natural science. But the inquiring person who enters into relation with another steps forth spontaneously and unsystematically where he can meet the other and understand him through 'being there' in the reality which occurs between them. (This condition seems very close to the one described by Dewey earlier in this paper, in which, when it exists, "we learn something.").

An example to illustrate this idea is that of an artist's drawing of a tree. According to Kohanski (1982), "The artistic image is not a representation of the tree, but a product of the artist's meeting it as an other. It is the embodiment of the between in the form of an image representing the artist's response to the tree in their mutual encounter." (p. 6)

Buber's ideas are helpful here. I can relate to the world in two different ways. I am in I-it relationship when I regard the other as object of use, possession, or control. I am able only to have a monologue with "it." On the other hand, I am in an I-Thou relationship

when I "am willing to step into relation with the other without holding [myself] back, without putting the other in doubt, without reservation whatsoever, this is the true state of dialogue." (p. 22) Recalling Dewey's statement quoted previously, the condition of dialogue must exist for learning to exist. When I am learning, I am relating in an I-Thou sense.

By way of summing up, I believe the following thoughts about learning might be of value to those who study this phenomenon, or who make a conscious effort to intervene in this process:

1. The term "learning" refers to that general process in which an individual becomes a person.

2. The function of learning is to maintain the self or the continuity of relationship with others. In this sense, a theory of learning is like the theory of relativity. They are both theories of invariance. (Kirk and Miller, 1986)

3. Those who report on their own learning give evidence that those "learning outcomes" (I would call these "relationships") most important to them have occurred in the absence of any purpose to learn, or have been learned non-consciously.

4. A fitting response to the question "Why does a person learn?" is "They can."

5. A person is capable of relating to the world through the "potencies" of cognition, art, love, and faith, and thus learn. (Kohanski, 1982). Traditionally, cognition is the only one of these that is considered the mechanism for learning.

6. When a person acquires certain knowledge or skill, the significance lies in the added capacity to relate to the world in new ways, as in the example I gave previously in "learning" to ski.

7. Those who attempt to influence another person's learning will be more likely to make that experience meaningful to both parties if there is an appreciation of what or who it is with which the person is seeking to enter-into-relation. It will then be possible to judge whether the capacities now being sought will increase or decrease the likelihood of entering into a mutual relationship.

8. What a person learns is the activity-between myself and that to which I relate. It is probably the case that the "knowledge" a person gains during this relating is know only tacitly to the person-in-relating. (Polanyi, 1966)

The story of a Nootka woman from Vancouver, B.C., contains the essence of the idea of learning that I have been trying to communicate. It reads as follows:

Becomin'a woman

It isn't easy becomin' a woman, it's not somethin' that just happens because you've been stand' around in one place for a long time, or because your body's started doin' certain things. A woman has to know patience, and a woman has to know how to stick it out, and a woman has to know all kinds of things that don't just come to you like a gift. There was always a reason for the things we hadda learn, and sometimes you'd been a woman for a long time before you found out for yourself what the reason was. But if you hadn't learned, you couldn't get married or have children, because you just weren't ready, you didn't know what needed to be known to do it right....

When you'd learned everythin' you had to learn, and the Time was right, and you'd had your first bleedin' time and been to the waitin' house, there was a big party. You were a woman. And people would come from other places, uncles and aunts and cousins and friends, and ther'd be singin' and dancin' and lots of food. Then they'd take you in a special dugout, all decorated up with water-bird down, the finest feathers off the breast of a bird, and you'd stand up there so proud and happy. And they'd chant a special chant, and the old woman would lead them, and they'd take you a certain distance. When the chant ended the old woman would sing a special prayer, and take off all your clothes and you'd dive into the water, and the dugout would go home .... And you'd be out there in the water all by yourself, and you had to swim back to the village.

The people would watch for you, and they'd light fires on the beach, and when they finally saw you they'd start to sing a victory song about how a girl went for a swim and a woman came home, and you'd make it to the beach and your legs would feel like they were made of rocks or somethin'. You'd try to stand up and you'd shake all over, just plain wore out. And then the old woman, she'd come up

and put her cape over you and you'd feel just fine. And after that, you were a woman, and if you wanted to marry up with someone, you could and if you wanted to have children, you could, because you'd be able to take care of them the proper way. --Anonymous

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Informal Learning From Experience: A Valuable Prototype for Adult Learning Theory

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As I was preparing this presentation one morning, I stopped to take my dog for a walk, and as the paper had already arrived. I brought it along. Being an avid baseball fan, I checked the stories (Berkow, 1987) on the Minnesota - Detroit series and came across an interesting comment by Tom Kelly, the Minnesota Twins' manager. "Tom," someone asked, "where did you learn to manage?" He replied, "I took a course in college, and went to night school a couple of years. I also had one of those home study courses in there, too."

That comment struck me as a telling observation, by omission of course, on where real learning takes place, at least with respect to action competence. It seemed like a good introduction, because my remarks today will be directed toward the kind of learning Tom Kelly implied--learning from experience.

I plan to do two things today. First, I will briefly lobby for more attention to informal experiential learning in adult learning theory. Then I would like to suggest four themes that I think should receive consideration in the further development of adult learning theory. I will focus on the substance of learning theory, rather than research approaches for building theory, though I suspect the latter concern is equally important. I will show some limited applications of the themes by referring to a study of informal learning from experience that I have recently concluded.

Before I go any further, however, I think I should qualify my remarks by saying that I am not a learning theorist. My principle preoccupation is leadership theory. I am finding, however, that to study and develop leadership, I am inexcapably drawn to explorations of learning. The contribution I hope I can make today comes not from my expertise in learning theory. Instead, it hopefully comes from the slightly different approach to thinking about and studying learning that I am pursuing.

If my opening comment from the world of baseball sounded overly critical of formal education, I did not mean it to be. I believe formal education has an important role in learning. I am concerned, however, that the theory and practice of adult education are overly preoccupied with organized formal education to the neglect of learning from and through life experience. For example, Plecas and Sork (1987), in a recent issue of Adult Education Quarterly, proposed to cure the ills of our adult education discipline. They told us that "the primary phenomenon under study [should] be organized learning, with the goal of the discipline being to develop a body of disciplined knowledge relating to how learning can best be facilitated, given various adult learner populations and various social and political conditions." I would say their statement fairly represents the mainstream of adult education learning theory to date, though, as they point out, there are some mavericks about.

Schon, in his recent book Educating the Reflective Practitioner, proclaims that there is a growing crisis in the confidence of practitioners and academic researchers alike. They are questioning the usefulness of professional school curricula and the research on which such curricula are founded. The most important problems of real world practice are often ignored. Schon argues that problems of practice are messy and indeterminate, and that technical knowledge does not provide usable solutions. He argues that practitioners must

often improvise, invent, and construct strategies of their own, but this essential process has received little attention.

It seems to me that by focusing our research and theory on understanding how adults learn within organized, educational settings, we face the real prospect of continuing to ignore the crisis that Schon identifies. To effectively link theory, educational curricula, and practice, I submit we should pay serious attention to practice and the learning that occurs there. By building theory and curricula upon that foundation, we may more realistically hope for the long sought integration of theory and practice.

Therefore, I submit that Schon and his collaborator Argyris, who has recently proposed an action science approach for closing the gap between theory and practice, are making a telling critique. I also believe that our field is in a unique position to advance a stronger linkage between theory and practice. A key component in that effort, I would propose to you, could and should be strengthening theories of learning from experience.

A few years ago, I began a study of community leadership that focused on the problem of learning from experience. The purpose of the study was to explore the content and processes associated with learning about effective group functioning. We wanted to identify the types of beliefs that members of community problem-solving groups acquire in the course of participating as members of such groups. We also wanted to learn more about the processes through which such beliefs are acquired or changed. To gain answers to these questions, we contacted members of five groups. We pre-tested our procedures with one group and completed and analyzed interviews with 36 members of the other four groups.

In the interviews, we explored individuals' beliefs about what they have found to contribute to effective results in the groups in which they have participated over the years. We asked them to select their most important beliefs. Then we asked them to discuss experiences that affected or illustrated those beliefs. In their discussions of previous experiences, we attempted to draw out comments on the four components of experiential learning proposed by Kolb (1984), e.g., concrete experience, reflective observation, abstract conceptualization, and testing of concept. We used an open-ended approach in our interviews, informally guided by our research objectives. We were attempting to elicit a natural, easy recall of group principles and related experiences with a minimum amount of

structuring by the interviewer. In an earlier paper (Rossing, 1985), I discussed several modifications in the interview procedure that we made as the study progressed.

The analysis of our findings occurred in phases throughout the study. We kept notes and discussed our impressions and interpretations throughout. The interviews were transcribed and analyzed in stages to provide progressive interpretations. Also, in the course of the study the literature review was expanded as findings and interpretations suggested additional lines of theory to consider. Following completion of all interviews, the transcripts were entered and formatted for analysis by Ethnograph (Seidel, 1984), a qualitative analysis microcomputer program. We developed a coding scheme and sorted transcript segments accordingly. Analyses of beliefs and experiences were then prepared, using both the sorted transcript segments and the complete transcripts when necessary. A particularly helpful approach was to prepare brief proxy statements for each group's functioning belief, and to characterize the statement according to associated experience referents and personal characteristics of the respondent. This technique allowed calculation of some crude frequencies that led to the conclusions I will share next.

I have found this study to be one of the most amazingly stimulating intellectual endeavors I have ever undertaken. Time and again, experiences in this study have generated questions that led to new lines of thought and directed me to new areas of literature. I would like now to review four themes that are becoming increasingly prominent to me as I consider learning theory in our field.

Manifestation of Beliefs

One of the outcomes of our study was that I gained a much greater appreciation for the distinction between beliefs as they are expressed through thoughts or words and beliefs as they are expressed through action, as well as the subtle interaction between the two. As you know, these distinctions have claimed the attention of an increasing number of social scientists. Argyris and Schon (1974) have jointly introduced the concepts of espoused theory and theory-in-use. Schon, in his later work, refers to knowing in action, and reflecting in action. In another variation, Wild (1963)

distinguishes between primary thinking and secondary reflection. Then there are those who focus on one dimension or the other. For example, Mezirow's perspective transformation theory focuses on critically reflective thought as does Candy's (1982) personal construct approach and Boud's (1985) learning through reflection model. Others, such as Polanyi (1967), focus on tacit knowing, that form of knowledgeable action that we are often unable to explain.

Our study, though focused on reflection and espoused beliefs, pointed frequently to the importance of knowing in action, or tacit knowledge. Almost without exception, participants indicated that they learned from their community group experiences. However, some had difficulty expressing many beliefs and many had difficulty citing how they extracted the belief from previous experiences. Instead, they often said, "It just happens, you get involved and you learn." It is not always a conscious process. Thus, they implied that, based on their experience, they learned and knew things about effective group functioning, only some of which they could describe and explain.

Domains of Learning

The second theme I would like to touch on is that of domains of learning. The distinction between beliefs expressed through thoughts or words and beliefs expressed through action pertains to knowing and learning at perhaps a universal level. Knowing and learning, however, serve different purposes and have different levels of application. Therefore, a second concept I am finding significant in understanding learning from experience is that of domains of learning. Habermas (1974) defines three domains: technical, which focuses on work; practical, which focuses on interpersonal understanding; and emancipatory, which focuses on self-knowledge and reflection. Bateson (1973) also identifies three levels or domains, ranging from simple acquisition of information to changing ones conception of the world in general. Cell (1984) expands Bateson's levels to four. He identifies response learning, situation learning, trans-situation learning, and transcendent learning. Recently, Jarvis (1987) has proposed a scheme that encompasses three broad types of learning and nine sub-types. As one last example, I would like to cite Argyris. Restricting himself to action-oriented learning, he distinguishes between two levels of learning, single loop and double loop. In single loop learning, action strategies are applied and revised following

means-ends reasoning. In double loop learning, the standards guiding one's behavior are revised.

I believe the concept of domains of learning provides several important contributions to research and theory on adult learning. First, these categories provide a framework for assessing where emphasis is, or should be placed in developing adult learning theory. Second, such frameworks raise questions about the interrelationships of each domain of learning with other domains, and then allow research on one type to be related to other types.

The study that I have been conducting focused on what Habermas would define as practical learning, or, in the models of Cell and Bateson, what would be called situational learning. We were interested in beliefs of community participants regarding the practical matter of effective action in community groups. The majority of beliefs cited by respondents clearly fell in this category. For example, they expressed beliefs in the leader's ability to set and maintain direction in group activities or the member's willingness to speak up and voice his or her views. There were occasionally references, however, to broader beliefs regarding human nature or societal problem-solving contexts that might be categorized as a higher level of belief. In a few instances, an individual described a change in a fundamental conception of self and one's relation to the world. One individual discovered that self-confidence is critical to learning from failures and set backs. The insight led to a changed belief about openness in groups and his own role in the community. If nothing else, my study implies that perspective transformation is much less common than instrumental learning for rural community group participants.

The Context of Learning

For my third theme, I would propose the context of learning. This is also an idea receiving greater attention in the literature. Argyris (1985) and Schon (1987) both direct attention to the problem contexts faced by practitioners. Their perspective is shared more broadly, according to Marsick and Watkins (1987), by researchers in both the interpretive and strategic paradigms. According to Marsick and Watkins, such researchers examine people's actions and learning within the context in which they take place, rather than through a pre-defined and fragmented focus. Learning is considered within the

life history of the individual, the social relationships in the setting, and the cultural values embedded in the setting.

Here are a few examples of the importance of context from my study. We found that community members cited a wide range of group contexts, when they provided illustrations of their beliefs from previous experience. Two major categories that we identified were volunteer-community and elective-political. In the first category, we included community betterment groups, church groups, service clubs, and appointed agency boards. The elective-political group referred to publicly elected government bodies such as town and county boards of supervisors and school boards. Our analyses hat some group functioning beliefs are more likely to arise in one category than the other. For example, beliefs regarding directive leadership and organization structure were more likely to be acquired in volunteer-community settings. On the other hand, beliefs related to persuasion, compromise, and member input derived more often from elective-political settings.

A second way in which context seemed to influence learning had to do with the role of the person in the group in which learning occurred. Persons in leadership positions were most likely to report learning regarding the behavior of leaders, but very rarely regarding the behavior of members. Members, on the other hand, reported learning about member and leader behavior.

A final and very significant finding regarding the role of context in learning came as a surprise to me. It was surprising because Kolb's theory led me to expect something else. We found that community members frequently presented a belief regarding some aspect of group functioning as a general prescription for all situations. Sometimes they restricted their explanation to the group context in which it occurred. However, only rarely did they differentiate the application of the belief across varying situations. Few cited examples of consciously applying a belief derived from one group setting to a second setting, even when asked to consider the possibility. Thus, context appeared to play a significant and limiting role on trans-situational learning.

The Learning Process

A fourth and final theme I will propose as important to developing adult learning theory is, of course, attention to the learning process. I

would like to suggest, along with Kolb (1984) and Jarvis (1987), that experiential learning provides a scheme for explaining learning in general. Rather than argue this point, however, let me simply offer a few modest observations on the learning process, based on my study of community volunteers.

We defined learning as the formulation or reformulation of a person's beliefs regarding effective group functioning. Thus, we focused on qualitative changes in the way the person conceived of something regarding community groups and the behavior of their members. Among the 36 respondents, only 24 were able to recount a learning instance. The number of learning instances ranged from zero to eight. While there are many possible explanations for the number of learning instances, individuals recalled that one possibility is that recallable, describable learning from experience is not a common phenomenon in some populations.

We found that several elements were usually present in the circumstances surrounding learning instances. Persons typically became aware, often in an incremental fashion over time, that events were disconfirming an existing belief. Usually the experience was accompanied by noticeable emotion. The individual would consider an alternative belief and adopt it, based on some form of confirmation. Direct testing of the belief, however, occurred rarely. Most learning instances occurred in a negative emotional context, one characterized by frustration or pain. Some occurred in a context of surprise or challenge or under the positive emotion of unexpected success. Only in rare instances did persons develop new beliefs by observing others or by experimenting with new approaches in otherwise effective situations.

A last observation I might make regarding the learning process also came as a surprise again, thanks to Kolb. We have coined the term "learning installment" to refer to whatever constellation of events a learner recalls as surrounding a learning instance. In most cases, individuals traced learning to a whole chapter of events such as, for instance, their overall experience in a particular group. References to specific projects in a group or to specify incidents at a given time and place were less frequent. It appears that an accumulation of disconfirming events occurs over time before an individual reaches the point of reflecting on and reconceptualizing his or her beliefs. A parallel interpretation is that one gradually changes one's behavior and possibly one's reflecting-in-action over time to

better suit circumstances, and only later consciously recognizes the new belief that has emerged.

In my presentation today, I have tried to accomplish two things. First, I hope I have encouraged some of you to take informal learning from experience more seriously as a proper concern of adult education. This phenomenon is a natural area of interest for us. It can provide for a highly universal conception of learning. Furthermore, an understanding of learning from experience offers promise of closing the gap between theory and practice for which all professional fields are being roundly criticized.

My second goal was to highlight four themes that emerge when one undertakes the study of learning from experience. These are themes that are powerful, pervasive, and pertinent, I submit, to further developing our adult learning theory. They are how learning is manifested, domains of learning, the context of learning, and its application and the learning process.

T. S. Elliot said experience is like a partially developed roll of film. I hope by reflecting with you today on experiential learning, we may have pulled out a few more colors and contrasts in our image of adult leaning theory.

References

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Rossing, B. "Enhancing Citizen Participation Capacity - The Learning Value of Action Experiences." Paper presented at 1987 Association of Voluntary Action Scholars Conference, October, 1987.

Rossing, B. "Qualitative Methodology in the study of Experiential Learning: A Study of Community Leadership Development." Paper presented at 1985 Midwest Research to Practice Conference in Adult and Continuing Education. Ann Arbor, Michigan, October 1985.

Schon, D. Educating the Reflective Practitioner. San Francisco: Jossey-Bass, 1987.

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ANNUAL CENSUS OF DOCTORATES CONFERRED IN ADULT EDUCATION

The Committee of Professors of Adult Education annually conduct and publish a census of doctorates, conferred in adult education by universities in North America. This census-taking, which lapsed in 1983, has now been resumed. In the following pages can be found doctoral listings for the years 1983-1987 inclusive, with additions of previously unreported dissertations for 1981 and 1982. We are now up to date and will continue the census in 1988, including unreported doctorates from earlier years. The present compilation, prepared by William S. Griffith and Paul Zysman of the University of British Columbia, is sequenced according to chronological year, then alphabetically by name of institution for each given year and finally within institutional grouping the graduates are listed alphabetically.

Previous doctoral listings were published mostly in Adult Education. 1976/77 census in Adult Education, Fall, 29 (1), pp.65-70; 1978 census in Adult Education, Winter, 1980, 30 (2), pp.123-125; 1979 census in Adult Education, Spring, 1982, 32 (3), pp. 175-186; and the 1981/82 census in the Proceedings of the 1986 Annual Conference of the Commission of Professors of Adult Education, pp. 51-90. Earlier doctoral listings were published in Adult Leadership. The procedure to compile the data was described in the Fall, 1978 issue of Adult Education, 29 (1), p. 65.

DOCTORATES CONFERRED IN ADULT EDUCATION
1981 CENSUS ADDITIONS

Three unreported 1981 dissertations, now added to the 1981 total, raises the number of degrees conferred from 1935-1981 to 2,870.

NORTHERN ILLINOIS UNIVERSITY

Wiley, Katherine
Effects of a Self-Directed Learning Project and Preferences for Structure on the Self-Directed Learning Readiness of Baccalaureate Nursing Students

UNIVERSITY OF CHICAGO

Havercamp, Mary Elizabeth Foster
An Analysis of the Relationship between Preservice Teacher Training and Directed Teaching Performance

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Holmberg-Wright, Kristin
A Study of the Diffusion of Information Pertaining to Formal Continuing Legal Education

DOCTORATES CONFERRED IN ADULT EDUCATION
1982 CENSUS ADDITIONS

36 unreported 1982 degrees have been added, bringing the number of dissertations conferred since 1935 to 3,133.

BALL STATE UNIVERSITY

Allen, Joyce Kay Mincks
Community Agencies as Participants in an Alternative High School Internship Program

IOWA STATE UNIVERSITY

Thanamai, Sophon
Perceptions of Program Development Process: Thai District Agricultural Officers

MICHIGAN STATE UNIVERSITY

Mabery, LeRoy Archie
The Opinions of Michigan Community Education Directors about Selected Components of Community Education

Yates, Doris D.
An Exploratory Study of Women Who Return to Complete a High School Education

Ziegahn, Linda A.
Conflict and Power as Perceived by Dominant and Subordinant Members of a Community Group: Implications for Adult Educators

NORTHERN ILLINOIS UNIVERSITY

De Biase, Carol
The Relationship between Selected Leadership Behaviors of Head Nurses and Quality of Patient Care

Douglas, Lawrence
The Relationship of Participant Pre-Course Attitudes toward the Corporation and the Assessment of Performance in Training by Participants and Instructors

Francis, Arlene
Mandatory Education of Nursing Assistants in Illinois and Its Effect upon Job Performance

Ilsley, Paul
The Relevance of the Future in Adult Education: A Phenomenological Analysis of Images of the Future

Montgomery, Martha E.
Bureaucracy, Power, and Marginality in the Administration of Three University Adult Leisure Programs

Raglands Ethel
A Study of the Impact of a Patient Teaching and Counseling Continuing Education Workshop on Nursing Practice

Wolf, Wayne
Adult Legal Rights and Police Procedures Test: An Instrument of Measure the Degree of Legal Knowledg Possessed by Adult Americans

TEXAS A&M UNIVERSITY

Sivayoganathan, Chelliah
Importance of Contact Farmers as a Source of Information in the Adoption of Selected Rice Production Practices among Farmers in Anuradhapura District, Sri Lanka.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Belsheim, David John
Continuing Professional Education Centers for Ministry, Law, Education and Health Professions; An Analysis of Organization-Environment Relationship.

Jain, Barbara Jean
An Exploratory Study of Directedness of Instruction in an Adult Basic Education Study.

Knickenbocker, Milan F.
A Descriptive Study of Marketing Management Practices of University Continuing Education Units

Walker, Mary Beatrice Schwab
Real Life Professional Problem-Solving Efforts of Engineers and Related Learning Activities

UNIVERSITY OF MINNESOTA

Smith, Carol Elizabeth
Learning Motivation and Environmental Structure

UNIVERSITY OF NEBRASKA-LINCOLN

Ayodele, Raimi
The Nomothetic Role of Practicing Architects in a Collaborative Design

Bergman, Shirley A.
Ageism and Gerontophobia among Lutheran Clergy and Laity

Bosco, Pat J.
An Institutional Goal Study of Selected University and Community Leaders

Bretz, Randall Glen
Satellite Teleconferencing in Continuing Education: A Delphi Study

Brigman, Kelley M.
A Study of the State of the American Family

Brunworth, Barbara Jean
The Efficacy of a Marriage Enrichment Weekend Only vs. a Marriage Enrichment Plus Follow-up

Edwards, Maxine Payne
Psychosocial Effects of Myocardial Revascularization on the Family

Eunice, Peggy L.
Participation by Nurses in Nebraska in Continuing Education

Feekin, Duane D.
Development of a Management Training Model for Financial Institutions

Gabb, Betsy G.
Independent Living Techniques and Concepts: Level of Importance as Perceived by Severely Disabled Individuals versus Level of Importance as Perceived by Professional Home Economists

McCallum, Richard Joseph
Characteristics of Adult Education

McWhorter, Marilyn
The Young Child's Cognitive Development as the Function of the Natural Mother's Marital Satisfaction: An Investigation of the Relationship

Monahan, Peggy Lea (Eunice)
Continuing Education of Nurses in Nebraska

Morton, Ruth D.
Factors Affecting Participation of Part-time Teachers of Adult Education

Schlimgen, Robert
The Effects of Career Assessment on the Self-Perception and Retention of Adult Basic Education Students

Snyder, John R.
Administrative and Teaching Competencies of Allied Health Professionals

Vitzthum, Edward F.
An Evaluation of the General Standards Training Program for Nebraska Commercial Pesticide Applicators

Wolfe, Wesley G.
Liberal Education and Occupational Choice --- A Survey of Graduates

DOCTORATES CONFERRED IN ADULT EDUCATION
1983 CENSUS

For 1983, 21 institutions reported that 96 degrees in adult education had been conferred. The addition of these doctoral awards brings to 3,229 the total number of degrees which have been conferred since 1935.

COLUMBIA UNIVERSITY/TEACHERS COLLEGE

Dimun, Bonnie
Overcoming Sexual Harassment in Business, Education and Government

Glusker, Marjorie Kiselik
Educating Women in Clerical Occupations for Change

Meagher, Richard J.
Characteristics of Adult Learners at the Fashion Institute of Technology

GEORGE WASHINGTON UNIVERSITY

Brown, Morris Lewis
The History of Adult Education in the United States Office of Education March 2, 1867 - April 22, 1953

Featherstone, James S., Jr.
A Study of Perceptions Held by Selected Retired Citizens of the District of Columbia Concerning their Work Potential

Tucker, Florence D.
A Study of the Training Needs of Older Workers in Five Technological Fields

IOWA STATE UNIVERSITY

Kolner, Shirley Mae
Importance of Goals and Expectations on Enrollment in Adult Vocational Supplemental Education Programs

NORTH CAROLINA STATE UNIVERSITY

Austin, Jane Ellen
The Relationships between Social Class and North Carolina Farm Families' Interpersonal Communication Linkage Patterns in Decision Making

Banks, Betty Boyd
Problem Solving in Nonformal Settings by Literate vs. Nonliterate Adults

Boyd, Edgar Laura
Reverse Transfers: An Emerging Curriculum Student Group in the North Carlina Community College system

Burke, Peter James
Patterns of Change in Selected Non-nutritional Outcomes of the North Carolina Expanded Food and Nutrition Education Program as Perceived by Program Graduates

Burks, Anne Turner
Leader Behaviors of Academic Deans in Maryland, North Carolina and Virginia Community Colleges as Perceived by Department and Division Heads

Childers, John Stephen
Assessing the Skills of Deaf/Hearing-impaired High School Residential Seniors on Standardized Tests of Language Skills

Groff, Judy McLean
Self-perceived Changes in Leadership Capabilities of Participants in an Extension Training Program

Haynes, Pauline Mayo
The Relationships between Social Class and Health Status of Farm Families in Five North Carolina Counties

Howard, Dianne Formby
An Analysis of the Relationships between Social Class and Level of Rationality in Decision Making of North Carolina Farm Families

Jones, Diane Oxendine
The Status of Male and Female Administrators in Institutions of the North Carolina Community College System: A Comparative Analysis

Knott, Elizabeth Skeen
An Analysis of the Effectiveness of a Lesson Series on Death and Dying in Changing Adolescents' Death Anxiety

Moore, Frank Douglas
Merger of the American Alumni Council and the American College Public Relations Association: Implications for Adult and Continuing Education

Mullen, Trina Gentry
The Effects of Instructional Approach on Cognitive Gain and Application/Use of Content with Low-income Adults

Nall, Martha Allen
An Analysis of Anomia Levels and Present/Future Value Orientations of Farm Families in Five North Carolina Counties

Prosise, Everette Martin
Job Satisfaction of County Extension Agents and the Relationship of Agents' Perception of Supervision and Leader Behavior of County Extension Chairmen in North Carolina

Ramsey, Jr. Edward Waymonde
The Morale and Extent of Satisfaction among Undergraduate Students with their Academic Environments at Black Colleges and Universities in North Carolina

Sherrill, Sandra Johnson
The Impact of a Consciousness-raising Program on Career and Life Choices of Graduates in a Four-year, Private Women's College

Smith, Kay Jackson
Effect of Patient Management Training on Nursing Intervention in Aggressive Behavior: An Evaluative Study

Spooner, LaRose Fulmer
The Design of a Management Research System for the President of a Small, Liberal Arts College with Generalizations for Selected Colleges

Tutterow-Jennings, Harriet Ruth
The Socio-demographic Factors Influencing Career Aspirations of the North Carolina Agricultural Extension Professional Women in Pursuing the County Chairman Position

Yancey, Edwin Lovell
The Relationship between Social Class and Availability, Credibility and Usage of Communication Media by Farm Families in Five North Carolina Counties

NORTH TEXAS STATE UNIVERSITY

Griffith, Arvilla
Preretirement Planning Programs for Teachers in Texas Public Schools

Pinder, Margaret
The Impact of a Short-Term Training Program on Learned Helplessness Among Staff and Residents of Nursing Homes.

NORTHERN ILLINOIS UNIVERSITY

Axelson, Ernestine
Adult Career Development: A Comparison of Career Changers and Career Maintainers among Male Secondary Public School Teachers

Burbach, Margaret
The Effects of Increased Orientation and Contact with Faculty and Peers on the Anxiety, Achievement and Attitudes of Nursing Students

Dolby, Stacy
Impact of Involvement in Intergeneration Educational Activities and Attitudes of Nursing Students

Fodor, Janice
Incidental Learning in the Intentional and Structured Learning Experiences of Adult Students

Gibson, Ernest
The Study Behavior of Community College Students

Gorham, Joan
Perceived and Observed Similarities and Differences of the Same Teachers in Adult and Pre-Adult Classrooms

Sather, Jerome
An Emerging Theory of Career Transformation in Trade Union Members

OHIO STATE UNIVERSITY

Horton, Robert L.
Identification and Selection of the Appropriate Leadership Task for Ohio's Teenage 4-H Members

Kouzekanani, Kamiar
Extension Education as Perceived by Educators and International Students of Extension Education: A National Study

OKLAHOMA STATE UNIVERSITY

Plafcan, Frank T.
An Assessment of the Administrative Skills of County Staff Chairmen in the Arkansas Cooperative Extension Service

TEXAS A&M UNIVERSITY

Bridges, Sue T.
Development of a Predictor to Identify the Successful Air Force Recruiter

Chan, Audrey Tsui
Changing Values in Adult Education and the Family: An Analytical Study of the People of China under the Communist Regime.

Flourney, Barbara
The Relationship between Reading Ability and On-the-Job Performance of Employees in Lufkin Industries.

Franzke, Alice W.
Effects of Assertiveness Training on Older Adults Identity Maintenance and Control of Interpersonal Environment.

Hoffer, Sharon
Adult Learning Styles: Auditory, Visual, and Tactual Kinesthetic Sensory Modalities.

Holloway, G. Yvonne
Skill Qualification Test (SQT) Performance as Related to Basic Academic Skills and Preparational Review Procedures.

Jones, Linda C.
A Meta-Analytical Study of the Effects of Childbirth Education Research from 1960 to 1981.

Leavy-Whelan, Maria
A Naturalistic Inquiry Approach to Marital and Family Relationship Issues Based on Best-selling Fiction of the 1960s and 1970s.

Soliz, Lusiano
Preparing for Affirmative Action: A Seminar for Managers and Supervisors of the San Antonio Community College District.

Thibodeaux, Lynn
The Relationship between on the Job Stress and Illness among County Agents of the Agricultural Extension Service.

Williams, David E.
Identification of Emergency Medical Service Job Characteristics Using the CODAP System.

UNIVERSITÉ DE MONTRÉAL

Sarrasin, Joanne
L'influence d'un Programme de Conditionnement Physique sur le Concept de Soi D'adultes - (The Influence of a Physical Training Program on the Self-concept of Adults)

UNIVERSITY OF ARKANSAS

Hinton, Barbara E.
Post-secondary Vocational-Technical School Basic Mathematics: A Description of Competencies with Core Curriculum Recommendation

UNIVERSITY OF BRITISH COLUMBIA

Garrison, Donn Randy
Prediction of Adult Learner Dropout Using a Psychosocial System Model

Yeshewalul, Ayele
Agricultural Extension Agent Roles in Canada and the United States

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Younghouse, Robert H., Jr.
Clinical Up-date Series CME Programs in Community Hospitals

UNIVERSITY OF MINNESOTA

Aadalen, Sharon Price
An Examination of Parent Coping in Survivors of Sudden Infant Death Syndrome: Implications for the Education of Health and Human Services Professionals

UNIVERSITY OF MISSOURI-COLUMBIA

Bourne, Bonnie
Age, Work Values, and Job Satisfaction

Henry, Lula
Perceived Characteristics of Effective Adult Basic Education Teachers

Lawson, Creonice
Adult Educational Motivations: Perceived Instrumentality and Values

Lutz, Madeleine
Influence of Human Relations Training on Adult Communication in a Hospital Setting

UNIVERSITY OF NEBRASKA-LINCOLN

Bergman, Marvin
The Moral Development of Adults: Young Adults, Middle Agers, and Older Persons

Bouse, Patricia A. Street
Marriage and Family Therapy

Brown, Suzanne
The Gap between Advocacy and Actuality: Planning in Higher Education

Caccioppo, Benjamin Frank
Personality Measurement in Fathers of Mentally Retarded and Emotionally Disturbed Children

Caudill, Nancy G.
Physician Attitudes toward Elderly Patients

Ebong, Ikpeme Ben
Citizen Participation: A Complementary Approach in Planning and Development for Improved Decision Making in Nigeria

Fox, Diane
Sex Role Identity in Mate Selection and Attitude toward Remarriage among Divorced Members of Parents without Partners

Gourley, Greta A.
Motivational Orientation of Students in Two Nebraska Community Colleges

Heater, Sandra
Philosophical Attitudes of Adult Educators

Holmes, John L.
The Effects of Interviewees' Nonverbal Behavior of Interviewers' Evaluations During a Selection Interview

Ingram, Janice M.
Sex and Race Differences in Personality Traits and Perceived Needs of Nontradiitional Students

Jorgensen, Maxine G. Rauth
Step Families: Conflict Tactics and Family Strength

Hubka, Lawrence Wayne
The Managerial Functions and Professional Development Needs of Selected Program Department Administrators in Divisions of Continuing Education

Larsen, James Edwin
An Evaluative Study of the Effect of Self-Management Training on a Group Leadership Training Program for Hospital Managers

Lofgreen, Victor Dee
A Grounded Theory of the Education and Employment of Selected Offenders from a State Prison System

Lux, Terese
HI-RO: A Test for Hemisphere Input-Response Orientation

Lynn, William D.
Leisure Activities in High-Strength and Low-Strength Families

McGowan, Thomas M.
A Comparison of Instructional Practices of Teachers and Attitudes towards Social Studies of Elementary and Secondary Students

Medora, Nilufer P.
Variables Affecting Loneliness among Individuals Undergoing Treatment in Alcohol Rehabilitation Centers

Meredith, William Hugh
Level and Correlates of Perceived Quality of Life for Lao Hmong Refugees in Nebraska

Minutilla, Rosemarie
The Needs for Faculty Development as Perceived by Nurse Academic Administrators and Nurse Faculty

Nichols, Charles Harry
An Analysis of Jesus' Teaching Methodology in Relation to Adult Methodology and Education

Northam, Gary
Family Life Education in the Churches of Christ: A Survey and Assessment

Polzien, JoEllen Williams
Androgynous Parents in the Middle Years of the Family

Rampey, Timothy
Religiosity, Purpose in Life, and Other Factors Related to Family Success: A National Study

Richards, Vicki K.
Perceived Psychological Stress and Personality Profiles in Dental Students

Scott, Jeffrey L.
An Investigation of the Effects of Career Education Involvement on the Transitional Movement of Students from High School into the Workforce

Thomas, Clyde
Issues that Adult Basic Education (ABE) Managers Face when Providing ABE Education for Uneducated Adults Within a Specific Impact Area of the North Omaha Community

Venditte, Patrick L.
The Americanization of the Italian-American Immigrants in Omaha, Nebraska

UNIVERSITY OF NORTH CAROLINA

Niemitz, Anna B.
The Impact of Structured Introductory Excercises on Discussion Participation, Trust, Cooperation, and Group Productivity

Sakato, Reiko Tento
Organizational Growth Stages and Leadership Styles in a Department of Family Medicine

UNIVERSITY OF NOTTINGHAM

Wallis, John
Claims and Programs in Community Education

UNIVERSITY OF OKLAHOMA

Ralph, David Alan
A Study of Pharmacists and Explanations of Professional Satisfaction and Dissatisfaction

UNIVERSITY OF WISCONSIN-MILWAUKEE

Kiener, Mary Elaine
The Incorporation of Learning among British and American Nurses: Two Case Studies

UNIVERSITY OF WYOMING

Chesley, Robert
California Psychological Inventory as a Measurement of Selected Psychological Characteristics of Fulltime Wyoming Community College Instructors

DOCTORATES CONFERRED IN ADULT EDUCATION
1984 CENSUS

For 1984, 22 institutions reported conferring 93 doctoral degrees in adult education. The addition of these doctoral awards brings to 3,322 the total number of degrees which have been awarded in the field.

BALL STATE UNIVERSITY

Roudebush, Deborah
An Ethnography of a Community Education Project

COLUMBIA UNIVERSITY/TEACHERS COLLEGE

Bohun, Sheila L.
A Needs Assessment Methodology for Staff Training and Development

Bomboy, Marylee
Clerical Women and their Return to Higher Education: Critical Factors which Facilitate or Impede Progress

Dixon, Jack H.
Employment Goals of Black Underemployed Male Students: Implications for Adult Vocational Education

Gardner, Linda Jeanne Shay
An Assessment Program for Part-time Students at a Selective Admissions College

La Perla, Joann
A Study of English for Special Purposes Programs in the Private Sector: Implications for Program Development

Lefkowith, Harriet
Exploring Dual-Career Life

McClellan, Marilyn Gray
Impact Evaluation: A Study of Continuing Education for Nursing Managers

Myers, Laura Helene
Transdisciplinary Team Leadership: Identification of Key Competencies

Rielly, Edward J.
New Dimensions in Learning for Older Adults

Vander Wyde, Donald Ralph
The Role of Self-Awareness in Career Development-Life Planning Programs

GEORGE WASHINGTON UNIVERSITY

Bond, Lydia Simone
Nonformal Education: Application to Health and Sanitation in Latin America

Borman, Margaret
An Exploratory Study of the Role of HRD in the Acquisition of Computer Literacy Skills by Schick Executives

Glazer, Ralph Robin
The Role of the Staff Developer in School Systems as Perceived by Incumbents and their Supervisors

Steele, Roy Wayne
The Effect of Interactive Skills Training on Middle Managers in a Major Corporation

MICHIGAN STATE UNIVERSITY

Morris, Robert Crane
Managerial Behavior in Cross-cultural Environments and Implications for Training

NORTH CAROLINA STATE UNIVERSITY

Bottoms, Gloria Kathryn
An Analysis of Factors Associated with the Enrollment of Adults in Fundamental Education Programs of the North Carolina Community College System

Boyer, Delane Florentene
Critical Issues Facing the North Carolina Community College System in the Decade of the 1980's

Bye, Margaret Gorely
An Analysis of Continuing Education Needs of Nurses in Nursing Homes in North Carolina

Carrasquillo, Carmen Yolanda
The Role of the Subject-matter Specialist in the Puerto Rico Agricultural Extension Service

Chalmers, Miichael
A Study of Factors Related to Student Enrollment in North Carolina Adult Basic Education Programs

Dalton, Jo Ann Baughan
An Analysiis of the Effect of an Adult-oriented Teaching-Learning Transaction on Pain Relief for Cancer Patients Treated in the Out-patient Clinic of a Large North Carolina Medical Center

Hamzah, Azimi Haji
A Methodology for Converting Expressed Needs into Bases for Programming for Young Adults: An Exploratory Study

House, Richard Monaduke
Standards of Practice in Continuing Education: A Status Study

Hutchins, Sonja Turner
Factors Associated with Persistence in Beginning Shorthand at the Community College Level

Kirkpatrick, Mary Elizabeth Kinsland
Two Educational Approaches to a Primary Prevention Hypertension Lesson Series: A Comparative Analysis

Piragowski, Robert Ronald
Perceived Needs that Influence Military Personnel and Civlians to Enroll in Undergraduate Degree Courses: A Comparative Analysis

Traylor, Richard Edgar
An Exploratory Study of Southern Baptist Ministers in North Carolina and Their Relationship to an Involvement in Continuing Education

Williams, Doris Terry
An Examinatiion of a Participative Design for Instruction in Adult Basic Education

NORTH TEXAS STATE UNIVERSITY

Alexander, Mary Ann
An Investigation of the Effects of Attitude and Prior Knowledge on Schemata Formation in Adult Learners

Brown, Mel
A Delphi Investigation of Staff Development Needs of the Child-care Personnel in the Juvenile Detention Facilities in the State of Texas

Williams, Frank
The Relationship of Faculty Attitudes Toward Adult Community College Students and Certain Selected Personality Types of Faculty

NORTHERN ILLINOIS UNIVERSITY

Brown, Carole D.
Ideological Orientation and Attitudes toward Professionalism among Adult Educators

Courtney, Sean
Visible Learning: Adult Education -- The Question of Participation

Jazwiec, Rosalyn
A Meta Analysis of Evaluation Models and a Framework for Evaluation of Individual Offerings in a Total Nursing Staff Development Program

Loth, Paul J.
Primary Competencies and most Effective Learning Experiences for Trainers of Volunteers in Evangelical Churches

Oddi, Lorys Louise
Development of an Instrument to Measure Self-Directed Continuing Learning

Rossel, Carol E.
The Relationship of Field Dependence-Independence to Implementation of the Nursing Process by Registered Nurses in a Clinical Setting

Russell, William F.
The Effect of an Adult Education Program for Parents on the Language Skills of their Seventh Grade Children

Schorr, Henry
Senior Pastor Needs for Preparatory and Continuing Professional Education as Perceived by Seminary Professors and Senior Pastors

Wapole, Barbara
Burnout Reduction among Registered Nurses through an Educational Treatment Program

White, Earnestine H.
Identification and Analysis of Competencies Essential to Program Evaluation of Adminstrators of Associate Degree Nursing Programs

OHIO STATE UNIVERSITY

Behm, Karen S.
The Effect of a Litter Education Program on Attitudes and Behaviour of Second and Fourth Graders in a Selected Ohio School System

Potts, Betty C.
An Evaluation of the Performance Appraisal System Used by the Ohio Cooperative Extension Service

TEXAS A&M UNIVERSITY

Boatright, Joyce Murray
Strategies for Marketing Professional Development Seminars to Business and Industry: The Houston Community College Plan

Choua, Shi-Chei
A Computer Simulation of Cognitive Style-Related Learning Behaviors.

Ensley, Terry
The Relationship Between Adult's Reasons for Participating in Non-credit Classes in Community Classes and Temporal Orientation.

Geisler, Keith
Learning Efforts of Adults Undertaken for Matriculating into a Community College.

Isham, Noel
Perceptions of Older Adult Mental Health Peer Counselors regarding Training and Supervision.

Moser, Katherine
An Assessment of Industry's Training Resources and their Desired Involvement with Educational Institutions in the Southwestern Region of the United States

Peterson, Peggy Morgan
Effectiveness of Two Teaching Strategies for Changing Vocational Nursing Students' Attitudes Toward the Older Adult

Rosenauer, Johnnie
The Relationship between an Exam Preparation Program and Success on the Texas Real Estate's Salesperson's Exam.

Shranck, William
The Effect of a Group Problem Solving Exercise on Employee Perceptions of Organizational Climate.

Stedman, Deborah
An Investigation of Teachers' Concerns and Innovation Adoption in Adult Basic Education.

Volanty, M. Kathleen
Determining the Presence of Bias in the Agent Performance Appraisal System of the Texas Agricultural Extension Service.

UNIVERSITÉ DE MONTRÉAL

Watters, Jean
Fonctions et Tâches des Intervenants en Formation par Téléconférence

UNIVERSITY OF ARKANSAS

Jennings, (Mary) Jo Lynn
Arkansas Residents' Perception of the Arkansas Cooperative Extension Service

UNIVERSITY OF BRITISH COLUMBIA

Burnham, Byron Robert
Program Planning as Technology in Three Adult Education Units

Courtnay,
Visible Learning: Adult Education and the Question of Participation

McCreary, Elaine K.
Use and Utility of Information Channels for Self Help Advocacy Groups

Pyrch, Timothy
The Community Development Concept in the Adult Education Movement (1919-1960)

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Pollicita, James R.
Planned Change in Continuing Higher Education: Analysis of Two Cases

UNIVERSITY OF MINNESOTA

Smith, Marjorie Jane Ellison
A Comparison of Cooperative and Individualistic Learning in Associate Degree Nursing Students.

UNIVERSITY OF MISSOURI-COLUMBIA

Buchanan, Thomas W.
Self-Concept and Participation Training

Jamkrajang, Sommai
Opinions Concerning Adult Continuing Higher Education in Thailand

UNIVERSITY OF NEBRASKA AT LINCOLN

Cates, Debra L.
Concerns of Higher Education Faculty Regarding Participation in the Institution of Continuing Education Courses

Cox, Sheralyn
Continuing Education as a Tool in the Primary Prevention of Psychiatric Dysfunction among Mental Health Professionals: A Preliminary Study

Churchill, Antone
The Mentally Retarded - Emotionally Disturbed Ciitizen: An Exploratory Assessment of the Adult Education Manpower Needs of Direct-Care Staff Serving this Clientele in Eastern Nebraska

Davis, C. Bruce
A Comparative Study: the Socialization and Family Visiting Patterns of the Anglo and Hispanic Elderly

Degraw, Darrel
Job-Motivational Factors of Education Within Adult Correctional Institutions from Various States

Downing, Maribeth
Job Satisfaction and Job Discriminatiion as Perceived by Top-Level Women Administrators in Private Higher Education

Ertl, Carol
The Formative Evaluation of the Nebraska Foster Parent Training Program

Hatheway, Margie
A Study of Participation Management Systems and Their Relationship to Poductivity within the Nebraska Community College Institutions

Johnson, Stephen
The Effects of Marriage Enrichment Seminar on Marital Adaptability, Cohesion, and Family Strengths

Jones, Russell
A Study of Self-Perceived Needs of Alumni Pastors and Constituent Pastors of Grace College of the Bible in Eastern Nebraska and Western Iowa

Kean, Rita Catherine McKenna
The Role of Continuing Education in Retail Management

McCabe, Barbara
Ego-defensiveness and its Relationship to Attitudes of Registered Nurses Toward the Elderly

Ramirez, James
A Study of the Environmental Perceptions of Mexican American and Anglo Upperclassmen at the University of Nebraska at Omaha

Rockwell, Shirley Kay Becher
Testing and Evaluating a Flow Chart for Identifying Program Impact with Implications for Evaluation

Romero, Patricia Lynn Stevens
Academic and Occupational Experiences of Disabled University Graduates

Sather, Ruth H. Bomert
Comparison of Ancillary and Family Support Systems and Academic Persistence of Non-Traditional Aged College Women

Senbel, Aziz
The Goals of Women's Literacy Education in Saudi Arabia as Perceived by Saudi Arabian University Professors, Female Literacy Teachers, and Female Addult Learners

Welsh, John J.
A Descriptive Study of the Use of Satellite Communications Technology for the Delivery of Educational Programs for Staff Education in Hospitals

Woodroof, James Timothy
Religiosity and Reference Groups: Towards a Model of Adolescent Sexuality

UNIVERSITY OF NORTH CAROLINA

Etheridge, Rose Marie
Correctional Mainstreaming: The Integration of Mental Health Research and General Population Inmates in an All-Male Federal Correctional Facility

Hawley, Gwen Ann
Constructiion and Validation of an Eriksonian Measure of Personality Development

Johnson, Jr., Oliver C.
A Study of Relationships between the Public School System and the Community College System in North Carolina

UNIVERSITY OF OKLAHOMA

Morton, Frankie Pauline
Life Satisfaction in Retirement and Assessment of Need for Pre-Retirement Planning

UNIVERSITY OF SURREY

Delmont, Antillano L.
Worker Education for Industrial Health and Safety in Venezuela

UNIVERSITY OF TEXAS

Otis, Patricia
Community Learning: The Impact of Participation on Board Election Outcomes

UNIVERSITY OF WISCONSIN-MILWAUKEE

Fossedal Ruth M .
Leadership and Anxiety: A Study of the Relationship between Anxiety and the Adaptability of Leader Style as Perceived by Selected Vocational/Technical/Adult Education Administrators

UNIVERSITY OF WYOMING

Davenport, Joseph
Andragogical Pedagogical Orientation and its Relationship to Age, Sex and Academic Achievement among Selected University of Wyoming Students

Hart, Russ
Effect of Compositional Syntactic Placement of Symbols within the Kinetic Media Frame on Simple Concept Learning of Female Adults

DOCTORATES CONFERRED IN ADULT EDUCATION
1985 CENSUS

For 1985, 20 institutions reported 85 degrees in adult education had been conferred. The addition of these doctoral awards briings to 3,407 the total number of degrees which have been conferred since 1935.

BALL STATE UNIVERSITY

Ludden, LaVerne Lee
Learning to Cope with Technology: A Study of Computer User Groups as a Model for I arning New Technology

COLUMBIA UNIVERSITY/TEACHERS COLLEGE

Bauer, Barbara A.
The Adult Education Guided Independent Study (AEGIS) Program: An Administrative Case Study

Jaffe, Elizabeth Latimer
Management and Women's Life Transitions: New Opportunities for Adult Learning

Kubinski, Diane M.
A Comparative Study of Employment-Related Program Development with Recommendations for Ocean County College

Patterson, Jack Theodore
Learning in Social Action Settings: Implications for Program Development

Tynan, Sr. Claire
Hospital Trustee Initial Orientation: Program Guidelines

GEORGE WASHINGTON UNIVERSITY

Kruger, Michael Joseph
HRD Support to First-line Supervisors for On-the-Job Training (OJT)

Spector, August K.
Identification and Analysis of Human Resource Development Policy in Selected U.S. Corporations

Wolf, Margare K. Konzo
Data Processing Professionals and DP Application Users' Perceptions and Expectations of Operational Roles of Persons Working in DP Application User Interface Group

IOWA STATE UNIVERSITY

Hall-Johnson, Karen
The Relationship Between Readiness For and Involvement in Self-Directed Learning

MICHIGAN STATE UNIVERSITY

Holden, Olga
Factors that Influenced Business, Industry and Government Organizations when Contracting with a Community College for the Delivery of Customized Training Programs

Matta, George
A Study of the Rehabilitation Workers' Competencies, Attitudes and Time Spent in Vocational Placement

NORTH CAROLINA STATE UNIVERSITY

Allen, Brenda Foster
Motivational Orientations of Black Graduate Students at North Carolina State University

Clifton, Nancy Pearson
Professionalization in Community College Education: 1975-1982

Colquitt, Rosa
Factors Associated with North Carolina Adult Basic Education Instructors' Perceptions of Teaching Competencies

Cox, Cleve Horton
Influences that Impact on the Effectiveness of Mandated Adult Education

Crowe, Johnny Lee
An Analysis of the Relationship of Student Evaluation of Instruction and Personality Profile Congruency and the Influence of Selected Student Variables

Gould, Lillian Joyce V.
Evaluation of an Intensive General Mathematics Course as to Effecting Changes in Adults' Attitudes toward, and Confidence in Learning, Mathematics

Havner, Roberta
Student Satisfaction with a Public Two-year Postsecondary Educational Institution: A Study of Student Characteristics and Institutional Factors

Littlefield, Stanley Paul
A Concept of Intentions in Adult Education

Lyday, Susan Young
An Examination of Selected Factors Associated with Attitudes of Extension Professionals toward Women in Management

McIntire, Annie Sue Norville
Job Satisfaction among Registered Nurses Employed in Hospitals in the Research Triangle Area of North Carolina

McLendon, Jr., Walter Jones
Factors Associated with the Continuing Scholarly Professional Development of Education Faculty Menbers of the University of North Carolina System of Higher Education, 1981-1982

Peck, Carlyn Sue
Factors Associated with the Perceived Effectiveness of Extension Advisory Councils in Twenty-four Selected North Carlina Counties

Rea-Poteat, Mary Bell
Comparative Impact of an Occupational Card Sort and a Paper-Pencil Interest Inventory Equivalent on Community College and Technical Institute Women's Equivalent on Community College and Technical Institute Women's Choice of Nontraditional Occupations

Strickland, Lewis Randy
An Assessment of Occupational Therapy Professional Educational Programs' Accomodations for Older Students

Tyler, Esther Carole
How Adults Decide to Participate in a Program of Graduate Study in Adult Education

Van der Meer, Lillian Garcia
Information Sources Utilized by Extension Home Economists in Puerto Rico

Wallace, Stuart Alan
Selected Characteristics of On-the-Job Learning Episodes and their Relation to Formal Supervisory Training in Developing Supervisory Concepts and Practices

NORTH TEXAS STATE UNIVERSITY

Akintade, Aribigbola
An Investigation of Factors Deterring Participation in Continuing Professional Education

Cinclair, Carol
The Effects of Participation in a Buddy System on the Self-Concept, Academic Achievement, Attrition Rate, and Congruence Level of Community College Development Studies Students

Revel, Layton
The Impact of OSHA Mining Safety Training on Newly Hired Miners in Selected Industries in Texas

Saale, Nwike
The Participation of Nigerian Licensed Engineers in Professional Development Activities Related to Management

Simmons, Anne
The Association Between Selected Health Characteristics and Participation in Learning Projects by Retired Teachers

Walker, Ward
The Relationship of Continuing Education and Pastoral Tenure Among Southern Baptist Pastors

Watson, Jackie
An Investigation of the Relationship Between Personality and the Use of Learning During the Life Transitions of Adults

Wolens, Sylvia
The Effects of a Short-term Training Program for Guides Conducting Older Adults on Tours in Museums

NORTHERN ILLINOIS UNIVERSITY

Dimmock, Katherine H.
Models of Adult Participation in Informal Service Education

Durnbaugh, Tana H.
Losses in Aging: Perceptions of Older Adults and Nurses

Fraser, Carolyn M.
An Analysis of Advanced Placement Policy Formation for Degree Seeking Registered Nurses: A Grounded Theory Approach

Grove, Judith
A History of the Center for the Study of Liberal Education for Adults

Hardin, Paula P.
Generativity in Middle Adulthood

Offerman, Michael Joseph
Factors Contributing to the Termination of Three Consortia of Higher Education Institutions: A Case Study

Ratcliff, Sandra A.
Public Policy Formation: A History of the CBAC Movement

Ross, Susan
The Process of Personal Change: A Case Study of Adults Who Have Maintained Weight Loss

Santucci, Mary Anne
Collaborative Teaching in Degree Completion Programs for Registered Nurses

Thomas, Thomas K.
Mentoring Career Development of Illinois Community College Presidents

Vogt, Rosemary
Relationship of Mentoring Activity and Career Success of Nursing Faculty

Williams, George H.
Perspective Transformation as Adult Learning Theory to Explain and Facilitate Change in Male Spouse Abusers

OHIO STATE UNIVERSITY

Atta-Safoh, Alex
The Job Satisfaction of Adult Vocational Supervisors in School Districts and Joint Vocational Schools in Ohio

Clark, Richard W.
Burnout and Associated Factors Among Administrators/ Mid-Managers of the Cooperative Extension Service in the North Central Region

VanTilburg, Emmalou Rossanno
Factors Associated with the Turnover Intentions of the Ohio Cooperative Extension County Agents

Wessel, Judith
Critical Elements of the State Extension Specialist Position

TEXAS A&M UNIVERSITY

Brekelbaum, Gertrude
A Pan-Disciplinary Approach to Institution Building in the Third World: Integrated Rural Development Service Centers at the Regional Level

Felder, Juanita
The Relationship between English as a Second Language Teacher's Job Satisfaction and Student Cultural Behaviour in the Classroom

Sims, Leon
Marital Cohesion and Adaptability as Enrichment Variables in Futures Planning with Midlife Couples

Soefje, Lois
Selected Aspects of Professionalism Between Registered Nurse Student Entering and Exiting Baccalaureate Degree Programs in Nursing

Tracy, Donald C.
Relationships between Performance of Inmates on the General Educational Development Test and Selected Variables

Welborn, Ruth Ann
The Relationship of Learning and Teaching Styles to Achievement Among Nontraditional Health Professional Students

White, Lynn Bourland
Adult Financial Management Competency Needs: A Delphi Study

UNIVERSITÉ DE MONTRÉAL

Roy-Brousseau, Yvette
Activités Éducatives de L'infirmière dans la Pratique des Soins aux Hémiplégiques

UNIVERSITY OF BRITISH COLUMBIA

Kenyon, Gary
A Philosophical Analysis of Aging

Lendvoy, Harry
Reasons for Running: An Investigation of Intentional Change in Exercise Behavior

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Gammache, Richard
Suffering As Adult Development

UNIVERSITY OF MISSOURI-COLUMBIA

Merrell, Jerry
Stress among Public Community College Presidents

Shaver, J. C.
Role Conflict and Ambiguity Related to Organizational Change

UNIVERSITY OF NEBRASKA-LINCOLN

Free, Russell K.
The Continuing Education Needs of Persisting and NonPersisting Students at the University of Nebraska College of Agriculture from 1977-1981

Geyer, Carlyn
How Faculty in Lutheran Liberal Arts Colleges Perceive Nontraditional Programs for Adult Learners

Jantzi (Moohs), Julia Ann
The Influence of Selected Demographic Variables as Predictors of Androgogical Tendency in Computer Instructors in the Community Colleges of Oregon

Leadabrand, Jerry
Doctoral Candidate Persistence in Community and Human Resources: A Replication of the Pascarella and Terenzini Studies Based on Tinto's Concept

Maliszewski, Stan
Design and Implementation of a Succession Plan for a Leading Aerospace Company

Moore, Rodney L.
Development of an Instructional Model for Equal Opportunity for the Nebraska Army National Guard

Neitzel, Douglas D.
Institutional Fit and Student Services for Freshmen at the University of Nebraska-Lincoln

Parrott, Kathleen Rose
Critical Factors Affecting Consumer Satisfaction with the Home Remodeling Process

Young, Robert
An Analysis of 4-H Volunteer Expectancies and Outcome in Relation to Motivation and Turnover

UNIVERSITY OF NORTH CAROLINA

Puckett, Andrew Clay
The Effectiveness of a Brief, Focused, Educational Intervention on Measured Levels of Stress and Burnout in Parents of Children with Cancer

Rohrer, Grace Jemison
The Nature of Managerial Work in Cultural Organizations

White, Eleanor McNeely
Heightened Sexual Attraction between Male and Female Co-Leaders in Group Psychotherapy: A Training Issue in Group Psychotherapy

UNIVERSITY OF NOTTINGHAM

Daines, John Mitson
Self-Evaluation and Achievement in a Vocationally Oriented Service Practical Course

UNIVERSITY OF SURREY

Allen, Beryl Millicent
Teaching Methodologies for the Training of Educators for the Professions

Buck, Peter
Free Liberty of the Mind: Charles Dickens and the Education of Adults

Robinson, James Jeffrey
Adult Education and the Imperative to Control

UNIVERSITY OF WISCONSIN-MILWAUKEE

Cimperman, Ruth Mary
A Comparison of Perceived Primary Leadership Style, Style Range, and Leadership Style Adaptability of Female and Male Administrators in the Wisconsin Vocational, Technical and Adult Education Systems

Dowling, Carole
Mandatory vs Voluntary Continuing Education for Quality Assurance and Recredentialing: Impact on Professional Performance

UNIVERSITY OF WYOMING

Davenport, Judith
Learning Style and Its Relationship to Sex, Age and Educational Attainment Among Wyoming Elderhostel Participants

DOCTORATES CONFERRED IN ADULT EDUCATION
1986 CENSUS

For 1986, 17 institutions reported that 101 degrees in adult education had been conferred. The addition of these doctoral awards brings to 3,508 the total number of degrees which have been conferred since 1935.

COLUMBIA UNIVERSITY/TEACHERS COLLEGE

Adams, Andreas
Recommended Guidelines for the Career Development of Transportation and Traffic Entry Level Workers

Anderson, Clinton Lee
Historical Profile of Adult Basic Education Programs in the United States Army

Burke, Faith
An Institutional Evaluation of Perceptions and Expectations of Adult Women Students in Higher Education

Carter, Eleanor Mary
Adult Learner Perceptions of Library Instructional Services in Public Two-Year Colleges

Choi, Ju Won
Program Design for Women in Development: Implications for Korea

Davidson, Ronnie
The Elder Hostel Experience in Pennsylvania

Miller, Susan
Facilitating the Learning of Older Adults in Non-Formal Educational Programs

Munnelly, Carol Marie
Preparing Workers for Paticipation in Company Decision-Making: A Comparative Study of Adult Learners in the Work Place

Nielson, Beverly B.
A Comparative Study of Long-term Programs in Oncology Nursing Continuing Education

O'Halloran, Virginia
Adult Education Principles and Practices in a Hospital Sponsored Pre-natal Education Program

Pierce, Gloria Jean
Management Education for an Emergent Paradigm

Quarry, Nesta E.
Support Systems and Retention: Perceptions of Black Adults about their Academic Progress in a Baccalaureate Nursing Program

Smith, Rosalie Haiblum
Communication Training Needs of Managers: An International Assessment

Sweetwood, Hannelore Margarete
A Framework for Re-entry into Nursing Practice

Verlander, Edward
The Use of Principles of Adult Education in University Executive Programs

Zachary, Lois J.
An Analysis of the Relevance of the Perry Scheme of Intellectual and Ethical Development to the Practice of Adult Education

GEORGE WASHINGTON UNIVERSITY

Reynolds, Angus Stuart
Intercultural Training Programs Conducted for U.S. Multinational Corporation Employees Doing Business with the People's Republic of China

Roberts, Donald Grey
A Study of the Use of the Self-Directed Learning Readiness Scale in Organizationa Decision Making

IOWA STATE UNIVERSITY

Christensen, Rachel Stock
Relationships Between Ego Identity Status and Assertive Behaviour in Adult Women

Nuhu, Albert D.
Historical Analysis of the Development of County Agricultural Extension Councils in Iowa

Subah, Kwiakeh Doe
Evaluation of Professional Studies Program by Students

Swanson, David Henry
A Study of the Relationships Between Manufacturing Executives' Attitudes and Participation in Adult Continuing Education

MICHIGAN STATE UNIVERSITY

Byam, Ynes Maria Cardoso
The Citizens Education Program in the Dominican Republic: Women Participants and their Views

Claus, Sachiko K.
Implementation and Evaluation of a Feasability Study for a Program Leading to a Master of Science in Nursing at Saginaw Valley State College

Ibrahim, Wan Chik
A Study Using Videotape as a Tool for Increasing Listening Comprehension of ESL Students at the Malaysian National University

Pigozzi, Mary Joy
Identification of Critical Elements for Effective Nonformal Education Assessment

Putrow, Mary L.
Participatory Planning: A Case Study in Adult Parish Education

Saunders, Ronald James
Evaluations of a Simulated Hunt as a Method of Teaching Hunter Safety and Responsibility

NORTH CAROLINA STATE UNIVERSITY

Bancroft, Jonathan Whitney
An Analysis of the Motivating Potential of 4-H Volunteer Jobs Compared to Satisfaction and Growth Need Expressed by New York 4-H Volunteers

Barrick, Douglas Elliott
The Effects of Hospice Volunteer Training on Death Anxiety Levels of Hospice Volunteer Candidates

Blizzard, Lonnie Hardy
The Importance of Lenoir Community College Goals as Perceived and Preferred by Selected Educational Leader Groups

Campbell, Roy Calvin
The Use of Andragogical Concepts as Perceived by Certain Adult Educators

Caras, Nicholas
A Factor Analysis of Physical Therapists' Reasons for Participating in Continuing Professional Education

Coats, James Anderson
The Impact of a Transition from a Two-year to a Four-year College on a Small, Private, Church-related, Liberal Arts Institution: A Case Study

Dixon, George Richard
A Study of the Characteristics, Motivations and Perceptions of Adult Part-time Students at North Carolina State University

Eichner, Barbara Miller
The Relationship of Family Strength to Self-esteem, Locus of Control, Type of Family and Spousal Support for Adult Women Participants in Extension-sponsored Leadership Training

Fleer, Martha Hinkle
The Response of Private Higher Education to the Adult Learner in the Southern Association of Colleges and Schools Collegiate Institutions

Goering, Lois Ingels
An Examination of Selected Factors Associated with Attitudes of Extension Professionals toward Women in Management in the Minnesota Agricultural Extension Service

Hill, Patty Maynard
The Impact of Nutrition Education through the Supplementary Food Program WIC in Effecting Change in Participant Knowledge, Attitude and Food Intake Patterns

Holthe, Ingelore
The Relationship between Self-concept, Significant Partner Support and Academic Achievement of Adult Female Students

Humphrey, Patricia Ann
Staff Nurse Job Satisfaction as Related to Perceived Head Nurse Leader Behavior in Selected Veterans Administration Hospitals in the Southeastern United States

Lindsey, Linda Baldwin
Learning Style Profiles of High School Graduates and Dropouts Enrolled in North Carolina Community Colleges

Mercado, Anselmo Bernad
An Attempt at Collaborative Education by a Paraprofessional Working with Limited Resources Farm Families

Pierce, Sylvia Kay Thomas
A Comparative Analysis of Part-time Versus Full-time Community College Faculty Effectiveness

Starling, William Joel
The Association of Curriculum Expansion, Diversification and Selected Environmental Factors of Curriculum Enrollment in the North Carolina Community College System

NORTH TEXAS STATE UNIVERSITY

Hancock, Don
Ideas About Adult Learning in Fifth and Fourth Century B.C. Athens

NORTHERN ILLINOIS UNIVERSITY

Barcalow, Douglas A.
Continuing Education in the Bible College Movement: A Historical Study of Five Institutions

Brue, Allen K.
Analysis of the Effectiveness of a Continuing Professional Education Program on Performance Outcomes of Enngineers

Buck, Marilyn Sue
Incidental Learning - Unintended and Unanticipated Learning Attained through the Illinois Expanded Food and Nutrition Education Program

Christensen, Charles
The Use of Non-Human Resources for Self-Directed Learning

Horner, Diane Fox
Relationships of Teacher-Made Nursing Test Scores, ACT-PEP Test Scores, and NCLEX-RN Scores Among Generic Baccalaureate Nursing Students

Kirk, James J.
Personal/Occupational Predictors of Career Satisfaction Change among Human Resource Developers

Kovalik, James G.
Modes of Continuing Professional Education: A Test of Houle's Typology with Pastors

Murphy, Steven J.
Resistence in the Professions: Adult Education and the New Paradigms of Power

Palamattam, George
The Role of Adult Education in International Development

Wilbur, Jerald
Mentoring and Achievement Motivation as Predictors of Career Success

Young, Jay D.
An Examination of Cognitive Restructuring in an Adult Continuing Education Workshop

OHIO STATE UNIVERSITY

Amba, Aruk E.
Training Needs of Agricultural Extension Workers in the Cross River State of Nigeria

Campbell, Dennis Edwin
Adult Learners' Changes and Adaptations of Learning Methods, Techniques and Devices by Psychological Type

TEXAS A&M UNIVERSITY

Felder, Juanita B.
The Influence of Students' Cultural Behaviors upon Job Satisfaction of English as a Second Language (ESL) Teachers at the Defense Language Institute, Lackland Air Force Base, Texas

Johnson, Jon
The Effects of Training Adolescents in the Use of Silent Periods and Extended Wait Time Behaviors for the Purpose of Eliciting Information in Oral History Interviews with Older Adults

Lawson, Cheryl
Demographic and Occupational Factors that Affect Teacher Longevity in an Adult Correctional Setting

Tews, Michael
The Effect of Locus of Control Orientation of Job Interview Training with Videotaped and Audiotaped Role Playing

Traina, Louis John
Training by Contract College-based Program Development Practices in the Field of Corporate Education

Venable, Eugene
Technological Momentum in a Professional Education Setting: Expectations and Outcomes in the U.S. Army Health Services Command Satellite Television Network 1977-1983

Wiley, Linda
The Relationship of Teaching Style to Development of Moral Judgement Among Prison Inmates

UNIVERSITY OF BRITISH COLUMBIA

Brook, Paula Ann
Occupational Socialization of Women in Nontraditional Programs in Postsecondary Education

Shores, Louise
Adult Learner/Situation Interactions

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Jones, Jacqueline
The Relationship Between Entry-Level Education, Professional Attitudes, Professional Behaviors, and Continuing Professional Education of Occupational Therapists

Paprock, Kenneth
Efforts on the Part of Hospital Personnel to Learn About and Cope With Diagnostic Related Groups (DRGs)

UNIVERSITY OF MISSOURI-COLUMBIA

Clow, Theressa
Difference between Teacher Professed Collaborative Teaching Mode and Adult Student Perception of Collaborative Teaching Mode

Kongklai, Chirawan
Job Peformance Effectiveness of the Thai Community Development Workers

Suwanakiri, Kiriboon
Administrator and Faculty Perceptions of Extension Division at Prince of Songkla University, Thailand

UNIVERSITY OF NEBRASKA-LINCOLN

Davidson-Muskin, Mary B.
Lao Depression Inventory

Fary, Norman G.
Department Heads as Change Facilitators in Nebraskan Technical Community Colleges

Jeffares, Donna D. Weaver
Freedom of Choice and its Relationship to Happiness in a Group of New Residents in Public Housing for the Elderly

Gatliff, Alta L.
An Analysis of Availability and Participation by Dental Educators

Helbling, Elizabeth A.
A Descriptive Study to Identify the Characteristics of Long-term Volunteers in a Youth-Serving Organization

Jeffares, Donna D.
Freedom of Choice and its Relationship to Happiness in a Group of New Residents in Public Housing for the Elderly

Kelly, Charles
Probable Future Trends in Health Care, Nursing Practice and Nursing Education Circa 2000: A Delphi Application

Madsen, Frances B.
Withdrawal of Academically Qualified Students from Nursing Education

Matthews, Billy Bob
A Program of Continuing Professional Education for Associate County Judges

McCoy, Walter Jack
Value Incongruence and Occupational Stress and Strain: An Exploratory Study

O'Neill, Sally C.
Personality Type Differences of Licensed Nurses and its Implication for Continuing Education

Shulz, Dorris M.
A Study of Third Culture Experience in Relation to the Psycho-Social Adjustments of Returning Church of Christ Missionary Families

Schulz, Thomas Neil
A Study to Determine the Basic Needs of MKs upon Re-entry to the U.S. and to Define and Describe a Program Designed to Meet the Needs

Sechtem, Everett A.
The Development and Implementation of a Model for Use in Constructing a Locality-Specific Consumer Price Index

Snyder, Ronald D.
Implications of Personality Type Differences of Community College Employees as Measured by the Myers-Briggs Type Indicator

Tidball, L. Kaye
A Study of the Coping Strategies Developed by Older Deaf Adults and Possible Application of the Strategies to the Aging Process

Van Kekerix, Marvin J.
The Sun Experience: A Historical Analysis of the State University of Nebraska Program Utilizing the Organizational Life Cycle Perspective

Wilson, Larry C.
Personal and Social Functioning Levels of Recovering Alcoholics: A Cross Sectional Analysis

Wuerffel, Jon. L.
The Relationship between Humor and Family Strength

Zimmern, Joan Cook
An Investigation of the Outboundness, Dominance, and Dogmatism of Black Students on Two Predominately White Campuses

UNIVERSITY OF NORTH CAROLINA

Baunach, Warren Edward
Perceived Contribution of the Aspen Institute's Seminar in the Humanities to Management Effectiveness

Luck, Josephine Currye
A Study of Community College Student Recruitment in North Carolina: Three Case Studies

Prestridge, Sonya J.
A Qualitative Study of Gender and Informal/Influence Relationships to Career Advance in a Corporation

UNIVERSITY OF NOTTINGHAM

Perkins, Elizabeth Robina
Persuasion or Education? Health Service Methods of Communication with Parents

UNIVERSITY OF TEXAS

Basey, Jane Louise
Characteristics of Selected Texas Elderhostelers and Post-Experience Perceptions of Aging and Self

UNIVERSITY OF WYOMING

James, James
Instructor-Generated Load: An Inquiry Based on McClusky's Concept of Margin

Nel, Johanna
University of Wyoming's Role in the Historical Development of Adult Education in Wyoming, 1886-1918

Sharp, Denise S.
Yellowstone National Park and the Education of Adults

DOCTORATES CONFERRED IN ADULT EDUCATION
1987 CENSUS

For 1987, 23 institutions reported conferring 97 doctoral degrees in adult education. The addition of these doctoral awards brings to 3,605 the total number of degrees which have been conferred since the first 2 were awarded by Columbia University in 1935.

BALL STATE UNIVERSITY

Capozzoli, Thomas K.
Motivational Orientation of Adults Returning to Formal Education: A Qualitative Study

Huston, Jay Treanor
The Focused Factory of the Future; A Case Study of an Organization's Cultural Change

COLUMBIA UNIVERSITY/TEACHERS COLLEGE

Amazon, Caroline
Developing a Workshop for School Administrators on "How Principals Can Work More Effectively with their Adult Groups"

Bosch, Isora C.
Adult Education in the Rehabilitation of the Emotionally Disabled

Bundo-Persico, Christine Lee
Non-Traditional Technical Programs for Women: Barriers and Facilitators to Learning

Gerstner, Loraine S.
The Theme and Variations of Self-Directed Learning: An Exploration of the Literature

McAllaster, Craig M.
Assessing Vendor Produced Programs in a Specific Company Environment

Morgan, Joyce Harvey
Displaced Homemaker Prgrams and the Transition for Displaced Homemakers from Homemaker to Independent Person

Verlinde, Ruth Ann
Deaf Adults' Use of Social Networks to Overcome Barriers to Learning: An Exploratory Study

FLORIDA STATE UNIVERSITY

Karlovic, Nancy L.
The Planning of Staff Development: A Critical Analysis

Moore, Ruth Johnston
Predictors of Success in Courses for Nurses Requiring a Degree of Self-Directed Learning

Rutland, Adonna McCrory
Effects of a Self-directed Learning Group Experience on the Self-directed Learning Readiness and the Self-concepts of Adult Basic Education and General Educational Development Students

Toner, Helena May
An Exploratory Investigation of Self-Actualization, Social Support and Dietary Quality in Later Adulthood

GEORGE WASHINGTON UNIVERSITY

Berne, Ellis J.
Identification of Categories and Characteristics of Human Resource Development Practitioners in a Large Organization

Cook, Jean Irene
Implementing Instructional Television for the Continuing Education of Graduate Engineers at their Work Sites

Reed, Marie Anne
An Exploratory Study of Nursing Orientation Programs in Selected Medical and Surgical Hospitals in the Commonwealth of Virginia

Smith, Anita D.
The Role of Human Resource Development in Transmitting or Changing Corporate Culture

IOWA STATE UNIVERSITY

Photisuvan, Charit
Evaluation of Professional Studies Degree Programs by Graduates 1980-1985

Stinehart, Kathleen Anne
Factors Affecting Faculty Attitudes Toward Distance Teaching

KANSAS STATE UNIVERSITY

Hill, Susan Diane Carpenter
Burnout and Learning/Thinking Style in Critical Care Nursing

Steinke, Elaine Eunice
Knowledge and Attitude of Older Adults about Sexuality and Aging

Vogel, Anne Mowbray
The Efficacy of a Head Start Educational Program for Parents Identified as Potential Child Abusers

MICHIGAN STATE UNIVERSITY

Burkhart, Robin Lee
Discrepancies between Belief and Behavior: Implications for Adult Education

Lillis, John Russell
Comparing Instructor Assumptions annd Student Realities: A Study of Western Extension Theological Education in Southeast Asia

Thorburn, Thomas Lyle
A Study of Actual and Preferred Learning Activities and Microcomputer Usage in a Selected Group of Michigan Farmers

NORTH CAROLINA STATE UNIVERSITY

Bachert, Delmar Wayne
The NOLS Experience: Experiential Education in the Wilderness

Dail, William Edward
Identification and Analysis of Personal Productivity Competencies Applicable to First-level Supervisors in a Federal Military Installation

Dellinger, Sandra Alberg
The Effect of a Nonformal Energy Education Program on Behavioral Change in Selected North Carolina Residents

Dunlap, Janis Yvonne
Perspectives of American Human Resource Managers and Trainers in Japanese Owned and Managed Companies in the United States

Elliott, Jr., Robert Day
The Influence of a Participative Teaching Method on Adult Learners' Attitudes and Self-concepts

Findsen, Brian Christopher
The Process of International Graduate Student Adjustment

Hessenflow, Louise H.
Factors Associated with North Carolina Legislators' Perception of the North Carolina Community College System, 1985

Smith, Betsy Rodwell
The Effect of Interaction Management Training on Supervisory Behavior Change in the North Carolina Depatment of Human Resources

Vandergrift, Paul Frank
Use of Telecommunications as a Teaching Strategy: Perceptions Held by Top Administrators in Institutions of the North Carolina College System

Whitmoore, Mary Delois Jacobs
Representativeness and Effectiveness of County Extension Advisory Councils in North Carolina

NORTH TEXAS STATE UNIVERSITY

Adenifi, Olufemi
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